

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 11, 1969

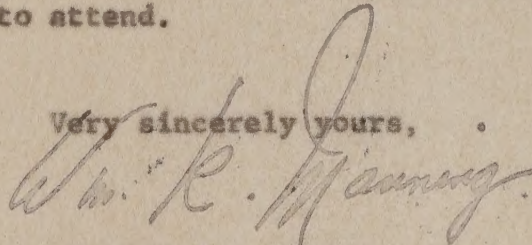
To the Members of the Board of Education
of the District of Columbia

Ladies and Gentlemen:

For your information, I am enclosing copies of the notes of the Administrative Briefings held in the Superintendent's Conference Room on Thursday, February 27, and Tuesday, March 4, 1969.

These might be of possible interest to those Board Members who were unable to attend.

Very sincerely yours, .



William R. Manning
Superintendent of Schools

cc: Staff Officers
Mrs. Williamson
Enclosures

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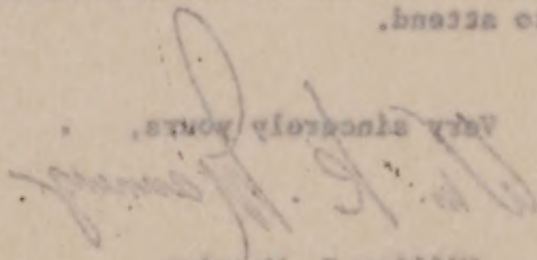
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ADMINISTRATIVE BRIEFINGS

The First Administrative Briefing held on Thursday, February 27, 1969, in the Superintendent's Conference Room was attended by: Rev. Coates, Dr. Manning, Mr. Henley, Mr. Nickens, Mr. Koontz, Mr. Cornick and Mr. Woodson.

A summary of the discussion on Financing Capital Outlay follows:

I. General Comments:

- A. In many cities Capital Outlay projects are met by one or two methods -

Pay as you go plan whereby there is an increase in tax revenues, or

Bond Issues - sale of bonds and payment of principal and interest up to a period of thirty years.

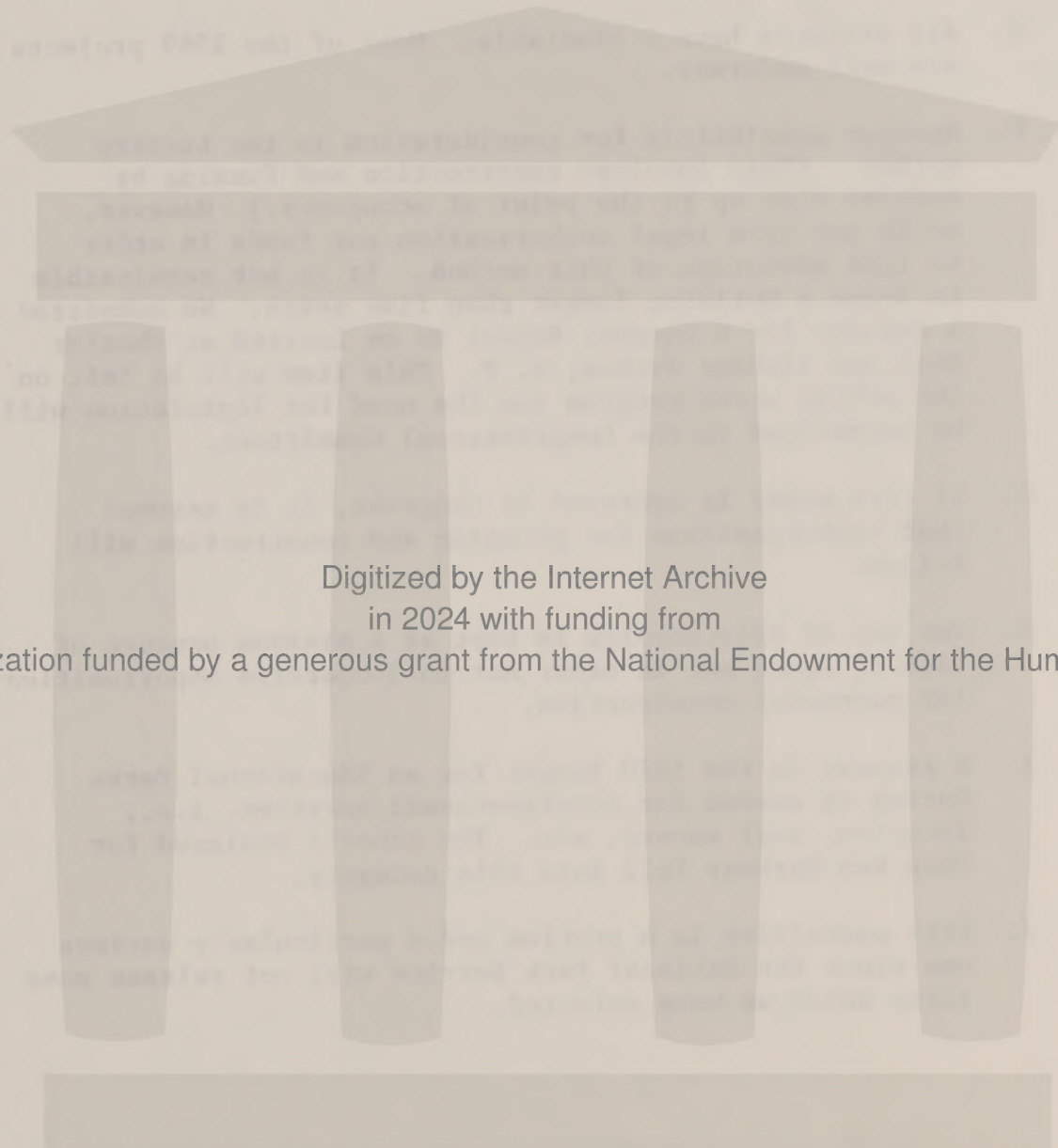
In order to determine bonding capacity, the bond indebtedness is deducted from the bonding authorization.

- B. The D. C. Public School System submits operational and capital outlay budgets.
- C. Congress recently passed a law setting the Capital Outlay ceiling at a maximum of 431 million dollars. Two factors involved in determining plans for providing for capital outlay are:
1. amount of funds available up to the 431 million dollar limit.
 2. problem of how quickly buildings can be constructed. (This is the most important at this time.)
- D. Steps in the submission of the budget requests:
1. Recommendations submitted to the Board for approval.
 2. Board approval and submission to the D. C. Government officials.
 3. Review and modification by D. C. Government officials.
 4. Presentation of justifications to D. C. Government.
 5. Approval by D. C. Government and transmission of budgets to Bureau of Budget in Congress.

6. Hearings before sub-committees at which time the administration, Board Members and D. C. Government officials testify in support of requests.
7. Review, allocation, and approval by Congress.

II. Specifics

- A. Priorities are established and the requests with lowest priorities are eliminated first.
- B. If funds are appropriated for a specific item, it is expected that this can be fulfilled. For example, if constructional costs are appropriated, the planning, architectural services, etc. should be available. Inasmuch as the Public School System is not able to take care of this particular service, the D. C. Department of Buildings and Grounds assumes this responsibility. If that Department does not have adequate staff to meet this demand, the request is denied. In other words, a positive assurance is necessary to indicate that we can obligate the funds during the fiscal year in which the appropriation is made.
- C. Factors involved in the preparation of capital outlay budgets:
 1. Establish need, study population projections (birth rate, population growth and shifts)
 2. Identify the type of construction
 - New construction
 - Modernization (improvement to existing facilities, addition of rooms for speech and hearing classes, health suite, etc.)
 3. Locate open space which may be used for a site.
 4. Be aware of old homes being replaced with apartments. Study pupils per dwelling unit.
 5. Know zoning changes.
 6. Review boundary lines.
 7. Consider class sizes. Most classrooms are planned with a ratio of 25 to 1 based on average class size. However, classes providing individualized



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LINCOLN JUNIOR HIGH SCHOOL

SIXTEENTH AND IRVING STREETS, N. W.
WASHINGTON, D. C. 20010

March 10, 1969

Mr. George Preston, Principal
Lincoln Junior High School
16th & Irving Streets, N. W.
Washington, D. C. 20010

Dear Mr. Preston:

The following resolution has been approved by the teachers and other professional staff members for your consideration and disposition.

Resolved: That one day each academic month, beginning the 24th day of March, 1969, be provided for teachers, administrators, counselors, and other school staff to discuss, relate, coordinate, and otherwise seek to define and resolve those issues and problems which are vital in terms of the educational process here at Lincoln Junior High School. The teachers, counselors, and other professional staff members are appalled at the magnitude of our problems with so little time to deal with them. Our efforts here suffer from a lack of organization, a lack of coordination, and a shameful lack of communication both within the faculty itself, and between the faculty and the administration.

Furthermore, there is increasing degeneration of student conduct both toward each other, and toward the professional staff. There is also a general lack of supportive services, ie. services from the Remedial Reading Clinic, and consistent psychological services.

We feel that our most precious commodity, at this point, is time. The proposed "Professional Day" will give us this time. This day is not to be considered as a faculty meeting (given the general school definition), but a teacher-oriented staff development activity. On this day students (except those who may be a part of the planning and other activities) should be in recess as on a regular school holiday, ie. George Washington's Birthday.

LINCOLN JUNIOR HIGH SCHOOL

SIXTEENTH AND IRVING STREETS, N. W.
WASHINGTON, D. C. 20010

That parents and interested community citizens be involved in this day is recognized as essential to its ultimate success.

The teachers and other staff members assembled strongly urge the responsible school administrators to consider immediately the suspension of regular school activities on 24 March to allow the professional staff of Lincoln Junior High School to begin the tough and arduous task of building a teachable and liveable school community.

Realizing the urgency of our problems, we ask the administration to report to us on or before 17 March, 1969 at which time we shall reconvene to actively follow up the issues initiated as of the writing of this resolution. Again, we implore the administration to assist us and not oppose us. We feel that to underestimate our sincerity and commitment to the "Professional Day" concept is also to underestimate the urgency of the problems here at Lincoln.

Sincerely yours,

Teachers of Lincoln

Enclosure

Copy: Mr. Gilbert Diggs, Superintendent of Model Schools
Dr. William Manning, Superintendent of Schools
Rev. James Coates, President, Board of Education
Members of the Board of Education
Mr. William Simons, President, Washington Teachers Union

Yours the undersigned do support and seek to adopt
the enclosed resolution.

- | | | |
|---------------------------|-----------------------|-----------------------|
| 1. W. H. Johnson Jr. | 21. Helen J. Harris | 41. Barbara J. Garcia |
| 2. Brady J. Fletcher | 22. Joan T. Hoffman | 42. Anne Hamble |
| 3. E. M. Jones | 23. D. E. Brown | 43. Queenie C. Foote |
| 4. Homer L. Brown | 24. R. R. Budway | 44. Gladys Watkins |
| 5. George W. M. Hill | 25. Samuel Smith | 45. Reginald Perkins |
| 6. Lorraine B. Washington | 26. W. H. Karger Jr. | 46. John Marshall |
| 7. Grant H. Chiswick | 27. Mabel H. Thornton | 47. Annie W. Brown |
| 8. Theodore Jordan | 28. Marlene Hoffman | 48. J. Wilson |
| 9. Mary A. Jones | 29. E. Roebuck | 49. Phyllis S. Curny |
| 10. Helen Newsome | 30. Eileen Harris | 50. Pamela Wiley Fry |
| 11. E. W. Wesley | 31. Viola M. Wells | 51. E. W. Williams |
| 12. Susan G. Arnsman | 32. Kandrae Kridel | 52. E. W. Williams |
| 13. J. M. Elliott | 33. Nancy S. Edwards | 53. R. B. Williams |
| 14. H. Shaw | 34. Shirley Styer | 54. Otto Jordan |
| 15. Jacqueline Hughes | 35. Carolyn W. Ross | 55. W. F. Dutch |
| 16. J. W. Williams | 36. C. Cooper | 56. H. L. Parker |
| 17. Martha K. Forston | 37. M. Duro | 57. J. Pittman |
| 18. Suzanne Thacker | 38. W. B. Smith | 58. J. M. Simmons |
| 19. Clementine H. Gray | 39. Alfred A. Beebe | 59. W. H. Jones |
| 20. Levi B. Stephens | 40. Granite Allen | 60. E. M. Brown |
| | | 61. H. T. Hoban |
| | | 62. J. J. Hines |
| | | 63. E. H. Hines |

Ms. Driggs signature in
the original copy makes 64

Fr. Henri Stines } Church of the Ascension, SE.
Fr. Leuan Daines }
Fr. Bill Wendt
Mr. Julius Henson
Mrs. Nina Lower
Mr. and Mrs. Bill Sanders
Mr. and Mrs. Chuck Stone
Fr. Jesse Anderson. St. Patrick's ?

Quarters 7
Fort Myer, Va. 22211
March 10, 1969

Dear Mrs. Sower,

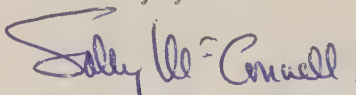
I attach the beginnings of an idea for a small effort to help the sad state of Public Education in Washington which Father Henri Stines and his assistant, Father Ieuan Davies (Church of the Atonement in Southeast Washington), and myself as an interested citizen, have been considering.

We have done some initial research by discussing the project with a number of principals of private schools here in town including Miss Keyser (Madeira), Canon Martin (St. Albans), and Mrs. Nash (Georgetown Day School). We also attended the annual meeting of the National Association of Independent Schools in New York two weeks ago and heard a major address by the former Dean of the Episcopal Theological Seminary in Boston, and an eminent theologian and educator, John Coburn. Dean Coburn is now teaching at the Academy of Transition in Harlem and many of his ideas are incorporated in the attached "position paper."

Before proceeding any further with our plans we felt that it was necessary and timely to talk with the spokesmen for the Black community of Washington as well as representatives of Public Schools concerning the desirability of such a project, in order to have your ideas and hopefully support, especially as we are convinced that the public sectors of our society must benefit from all such types of private enterprise.

We, therefore, look forward to having you come together for lunch here at 12:00 o'clock next Friday, March 14th, to hear your frank opinions regarding the project, which we are sure we can expect.

Sincerely yours


Mrs. John P. McConnell

P.S. A list of the small group we have invited to this initial meeting is attached.

AN INDEPENDENT SCHOOL FOR THE INNER CITY, WASHINGTON, D. C.

Synthesis of the Concept

Rationale:

1. There is great concern among Black people, both middle class and ghetto residents, about the poor quality of public education in the District.
2. The possibility of rapid and substantive moves toward real quality education under the existing divisions and disagreements of the present School Board and Public School system, is discouraging.
3. Existing individual scholarship programs which give selected Black students important opportunities to obtain quality education in private independent schools such as St. Albans, Madeira, etc., are much too small, and are essentially and necessarily White in orientation, dominated by all White faculty, values, and the requirement to succeed on White terms.

Proposal:

To establish an Independent Private School in a selected location in the Inner City for children who do not now have the opportunity for any form of quality education.

In all probability the school would be all Black, but it should not be so limited. It should envision the possibility of having half of the students fee-paying from middle class Black families unable to afford the private White schools in the city, or discriminated against because they are Black. The other half of the student body would be supported on scholarship funding.

This concept would mean that middle class Blacks would:

1. Have to overcome their middle class antipathy to having their children associate with the ghetto youth.
2. Confront the problem of the ghetto Black, face-to-face, and see more totality in the overall problem of the Black in America.

The Public Sector can do nothing but benefit from such a school, no matter how small it may be because:

1. Some of the graduates will go into public education.
2. The educational successes achieved on a small private scale may be incorporated into the Public System more quickly and easily.

Faculty-Student Relationship

The school should be an innovative, top-quality, "swinging" place. Emphasis must be threefold:

1. Quality academic achievement, which welds tradition with freedom, to be relevant to the world in which the student will live when he graduates.
2. Humanizing, such that all of the students are made aware that they are people, not Nothing; that their personhood is reinforced; that with pride in oneself, life and jobs, and freedom, are natural rights.
3. The "wisdom of the streets" which the ghetto students will bring with them to the school, including the sophistication inherent in their lives of overcrowding, demeaning jobs, lack of male dominance in the home, squalor, misery, hunger, fear of cops, hatred of whites, etc., must be taken into account and used to advantage.

To do this job the faculty should be selected as follows:

1. There should be a Black Principal, preferably male.
2. The majority of the teachers should be Black, with many men to enforce the great need of Black children for male leadership and pride.
3. White teachers and administrators should be employed to assist in the areas where their expertise is needed but should be under Black control. The inclusion of Whites on the faculty is desirable since the students will be going out into a world that is not all black, but the type of White and Black teacher and administrator working on this enterprise must be prepared to give creative and wise leadership, top quality academic education, and warmth and humanity in a disciplined and structured atmosphere.

Conclusion:

Eventually such a school should envision participation by White students from Independent Schools in the area, in terms of spending a year of their High School education much like the "year abroad" now takes place in these schools.

Although predominantly Black at the outset, it should be possible to plan for eventual integration of such a school.

Grades from Nursery through 12th should be planned from the beginning for several reasons including:

1. Many ghetto teenage girls have babies and require a place where they can leave them to attend school. (Nursery)
2. Drop-out students, who are "drop-back-ins" to the Academy of Transition (Harlem, New York), have learned that "learning power is earning power" and are the most motivated of all ghetto youth. (9 - 12 grade)

Funding

1. An initial amount of "seed money" (\$100,000) must be raised to plan the school, using a first rate educator and appropriate assistance, to research and structure the whole concept in detail including location, buildings, size of classes, numbers of students in each grade, size of faculty, academic curriculum, emphasis on Black studies and other social orientation, etc.
2. Major foundation support must then be generated to support the project indefinitely. (Ford, Meyer, Danforth, Negro Student Fund, etc.)

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International
Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

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(LL) AF PDB 2 EXTRA WASHINGTON DC 21 746P EST

JULIUS HOBSON, DLY .75

MEMBER OF THE BOARD OF EDUCATION

415 12 ST NORTHWEST 12 FLOOR

WASHDC

FOLLOWING TELEGRAM SENT TODAY TO SIDNEY H ZEVIN 724 WHITTAKER TERRACE SILVER SPRING MARYLAND QUOTE IT HAS BEEN REPORTED THAT YOU AND OTHER INDIVIDUALS HAVE MET AND TALKED AT LENGTH WITH RICKY LYONS THIS AFTERNOON. QUESTIONS ASKED TO TH PROPRIETY F THIS ACTION HAVE BEEN RAISED. THEREFORE, DESIST FROM ANY FURTHER DISCUSSION OF THIS TOPIC WITH SAID INDIVIDUAL UNTIL AN APPROPRIATE MEETING OR HEARING CAN BE HELD UNQUOT

WILLIAM R MANNING SUPERINTNDENT OF DC PUBLIC SCHOOLS

(734).

69 MAR '51 PM 8 01

B- 25130

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PERSONNEL
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 14, 1969

Mr. William H. Simons, President
Washington Teachers' Union
1126 16th Street, N.W.
Washington, D.C., 20036

Dear Mr. Simons:

Reply

step 3

On March 7, 1969, I was the Step 3 designee for the Superintendent in the grievance of the School Chapter Advisory Committee of Western High School. Present in official capacities with us were Mr. Sidney Zevin, Mr. Charles Weeks, and Mr. Murray Schere.

The grievance concerns an Evening Star article, January 13, 1969, in which Mr. Zevin is quoted as saying: "while they (the teachers) refused to make out regular report cards, some of them made up their own forms and sent them directly to parents, pointing out that they were carrying out their responsibility but that the administration had failed."

The discussion brought out a variety of viewpoints on the report card situation. However, the basic point seemed to center on the allegation that the teachers "refused" to do something.

If teachers, in fact, refused to do a legitimate task they risk a charge of insubordination and this situation should be handled as such.

I did not find that all teachers refused, nor did I find a collective refusal in the report card case.

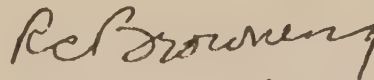
I do not feel competent to judge fully the conformance with the Agreement and the memorandum of understanding (by Dr. Manning and Mr. Simons) in the report card situation at Western.

However, from the discussion I do feel that the word "refused" may have been a poor word and could easily have been construed as "insubordinate" or have another invidious meaning.

I therefore find that Mr. Zevin acted unwisely in using this language, particularly to the public media. By a copy of this letter I am pointing out this fact to Mr. Zevin and suggesting that more care be exercised in the future in issuances to the public media.

My thanks to all who took time to discuss this matter.

Sincerely,



Rufus C. Browning
Assistant Superintendent

RCB:psm

cc: Dr. William Manning
Mr. Benjamin Hendley
Mr. Norman Nickens
Mr. Murray Schere
Mr. Sidney Zevin
Mr. Charles Weeks
Mr. Leslie E. Jones

FRANK J. HOGAN 1877-1944

NELSON T. HARTSON
EDMUND L. JONES
SEYMOUR S. MINTZ
LESTER COHEN
GEORGE E. MONK
FREDERICK M. BRADLEY
FRANK F. ROBERSON
MERLE THORPE, JR.
CORWIN R. LOCKWOOD
WILLIAM T. PLUMB, JR.
C. FRANK REIFSNYDER
GEORGE W. WISE
ROBERT K. EIFLER
EDGAR W. HOLTZ
EDWARD A. MCDERMOTT
J. BRUCE KELLISON
JOHN P. ARNESS
FRANCIS L. CASEY, JR.
STANLEY S. HARRIS
E. BARRETT PRETTYMAN, JR.
ARNOLD C. JOHNSON
JOHN J. ROSS
HOWARD F. ROYCROFT
ROBERT H. KAPP
JAMES E. MURRAY
WILLIAM O. BITTMAN
SHERWIN J. MARKMAN
ROBERT J. ELLIOTT
JAY E. RICKS

ROBERT M. JEFFERS
DENNIS J. LEHR
ARTHUR J. ROTHKOPF
KEVIN P. CHARLES
JEROME N. SONOSKY
JAMES A. HOURIHAN
GERALD E. GILBERT
CHARLES E. ALLEN, JR.
AUSTIN S. MITTLER
STEPHEN W. PORTER
ALFRED T. SPADA
BOB G. ODLE
C. RONALD RUBLEY
RICHARD S. RODIN
ALFRED JOHN DOUGHERTY
PETER W. TREDICK
PETER F. ROUSSELOT
STUART PHILIP ROSS
RICHARD B. RUGE
MATTHEW P. FINK
ANTHONY S. HARRINGTON
JAMES J. ROSENHAUER
SARA-ANN DETERMAN
TIMOTHY J. BLOOMFIELD
JOE CHARTOFF
MARVIN J. DIAMOND
HAROLD HIMMELMAN
DAVID J. HENSLEY
RAYMOND E. VICKERY, JR.

HOGAN & HARTSON
815 CONNECTICUT AVENUE
WASHINGTON, D. C. 20006

TELEPHONE
(202) 298-5500

CABLE ADDRESS
"HOGANDER"

TELEX: 64353

COUNSEL
LEE LOEVINGER
JAMES C. ROGERS

March 26, 1970

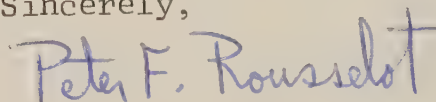
Mr. Julius W. Hobson
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Enclosed is a preliminary outline of some of the requests we might make in the "assignment of teachers area".

I would appreciate very much getting your reaction to the enclosed outline.

Sincerely,



Peter F. Rousselot

PFR:lme

Enclosure

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C. 20004

Superintendent's Circular No. 155
March 23, 1970

TO ALL SCHOOL OFFICERS:

We wish to bring to your attention the attached information from the Federal Programs Unit announcing the availability of funds for summer programs.

Please bring this to the attention of all personnel under your supervision, to your parent-teacher associations, and to other community groups that work with your schools. This is of the utmost urgency.

Very sincerely yours,

BENJAMIN J. HENLEY

Acting Superintendent of Schools

Attachment

PURPOSE OF TITLE III, E.S.E.A.

A. Objectives of Title III

The Title III program of Elementary and Secondary Education Act, called PACE (Projects to Advance Creativity in Education), is designed to encourage the development of imaginative solutions to educational problems; more effective utilization of research findings; and intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, PACE seeks to (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, and (3) supplement existing programs and facilities. The heart of PACE program is in these provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied. Since the innovative and exemplary programs supported by Title III, E.S.E.A., are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promise of solving persistent problems, thereby advancing educational excellence.

B. The Innovation Process

To achieve its objectives, the PACE program affords educators and others an opportunity to engage in various facets of the innovation process. Projects may be developed which: (1) invent a creative solution to a problem, (2) demonstrate an exemplary program which might be suitable for widespread use, (3) adapt an exemplary program to local requirements and organize its incorporation into the educational program. Many projects will, of course, combine these functions.

PACE describes the stages of the innovation process as follows: Inquiry, Invention, Demonstration, and Adaptation.

1. Inquiry--Knowledge from basic research is formulated into ideas and theories that can be used in inventing solutions to educational problems. Thus, it provides the intellectual raw material from which improvements can be invented.
2. Invention--Applicable theory and research results are engineered into improvements that can be introduced in schools. The invention stage includes the design of an innovation and its refinement, including feasibility testing. Finally, these improvements are arranged into an organized program which can be demonstrated.

3. Demonstration--Improvements which have been engineered and tested in the invention stage are illustrated as working models that can be emulated and adapted. The demonstration stage creates widespread awareness of useful innovations. It enables educators to examine the feasibility of innovations, to understand the factors affecting their use, and to consider their adaptation to other settings.
4. Adaptation--Innovations that have been demonstrated in exemplary programs are adapted to local situations. The adaptation stage promotes the widespread acceptance and appeal of an innovation and encourages its adjustment to the unique requirements of particular situations.

C. Current Status

It is possible this year for several summer project to be funded out of available E.S.E.A., Title III funds. The Title III Office and the State Advisory Council are willing to accept proposals for innovative summer projects. School personnel and others interested in education in the District of Columbia are invited to contact:

Miss Lorraine M. Wright
ESEA, Title III Office
Department of Federal Programs
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

The necessary forms and additional assistance will be given to those who wish to submit proposals for consideration.

Completed proposals should be submitted to this office by April 15, 1970.

WILLIAM H. SIMONS, President
1917 Randolph Street, N.E.
526-4869



THE WASHINGTON TEACHERS' UNION

1126 16th STREET, N. W.
WASHINGTON, D. C. 20036



April 17, 1969

Reverend James E. Coates, President
D. C. BOARD OF EDUCATION
415 12th Street NW
Washington, D. C. 20004

Dear Reverend Coates:

The Speech Therapists and the Union are dissatisfied with the Board's disposition of the Speech Improvement Program investigation, as agreed upon in Article XXV, Section C, Item 6f of the Board-Union Contract.

This is because the original conflict lies with the Supervising Director of the Speech and Hearing Center and the Speech Therapists. We now find that through passing the buck from Dr. Manning to Mr. Nickens, to Miss Vaill (Supervising Director), that Miss Vaill is now charged with establishing this committee, contacting the Union for Union representatives to serve on the committee, and reporting back the findings of the committee to Mr. Nickens.

We do not feel that the very person who is the other party in the dispute should be in charge of the committee to resolve the conflict.

We further fail to see the Board's involvement in this, and feel the Board has abdicated its responsibility in this investigation. We urge you to take this matter up again with Board members and establish a new committee with some Board member involvement. The same parties (Therapists and Supervising Director) have met before and have not resolved the issues, which were originally raised last April. It seems pertinent here to mention again the decision that was rendered by the Board at a Step 4 hearing on January 15, 1969. In that decision the Committee on Appeals and Grievances ruled, "Implicit in this grievance is a basic conflict in the philosophy of speech therapy between the Chapter Advisory Committee and the Administration. It is the recommendation of the Committee that the Board of Education investigate this conflict and make a policy decision."

The Union will therefore decline to submit any names of Union members for this committee formed by the Supervising Director, Dorothy Vaill. We take this action because the committee as now structured must be viewed as a sham.

contd...

Reverend James E. Coates, President
D. C. BOARD OF EDUCATION

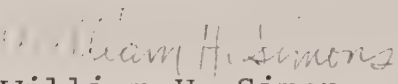
April 17, 1969

contd.

We are interested in hearing from you as soon as possible so that the issue can be entirely resolved by or before May 30, 1969.

Thank you for your cooperation.

Very Sincerely yours,


William H. Simons,
President

WHS/nlw

opeiu#2alfcio

cc: Members of Board of Education

Dr. Manning

Mr. Henley

Mr. Nickens

Miss Vaill

Speech Therapists

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 25, 1969

Mr. Julius W. Hobson, Chairman, Board of Education's
Committee to Study the Implementation of the Wright Decree
300 N Street, S. W. #510
Washington, D. C. 20024

Dear Mr. Hobson:

The attached Report (CHART G - SCHOOL LIBRARIES) is submitted as per the instructions of the Board of Education. The sources of data for the report are indicated in the report itself.

Several Special Schools and Services, which have libraries or which are a part of the D. C. Public School System are not included in the body of the report. Specifically, they are:

The STAY School at Spingarn.

Librarian, B, Brent, BA Degree, Salary \$7,840, funded
through ESEA, Title I - Hours - 3:30 - 9:45 p.m.

The Armstrong Adult Education Center

Total Books - 1960 - 4,000

Total Books - 1966 - 4,000

Total Books - 1968 - 4,000

Library Personnel - Parks, E., BA Degree, Salary - \$7,840

Total Square Feet - 700

Equipment and periodicals - None

Hours Open - 4:00 - 10:00 p.m.

Americanization Schools - No Library

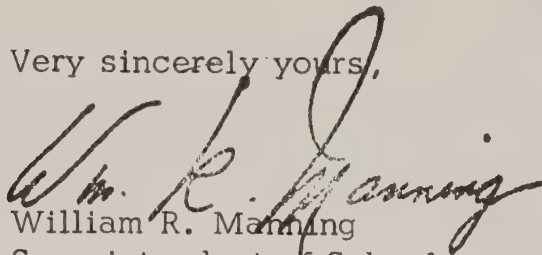
Boy's Junior-Senior High School - No Library

Capitol Page School - Funded directly by the Federal Government
No information available.

Your attention is directed to the fact that your chart did not include a request for books per pupil. This information is not available for elementary

school libraries in 1060. Information for FY 1968 is attached as a supplementary document.

Very sincerely yours,


William R. Manning
Superintendent of Schools

WRM/mgj

cc: James Coates, President
Anita Allen, Vice President
Muriel Alexander
Edward Hancock
Nelson Roots
Albert Rosenfield
John Sessions
Martha Swaim
Mattie Taylor
John Treanor, Jr.
Gertrude Williamson, Executive Secretary

SCHOOL LIBRARIES

SUPPORTING LIST OF ALL SOURCE DOCUMENTS USED IN DEVELOPING CHART G INFORMATION WITH EXPLANATORY NOTES AND COMMENTARY

COLUMN
NUMBER

- 1 NAME OF SCHOOL
- 2 TOTAL OF BOOKS PER LIBRARY: 1960
- 3 TOTAL OF BOOKS PER LIBRARY: 1966
- 4 TOTAL OF BOOKS PER LIBRARY: 1968
- 5 NAME OF EMPLOYEE

Source: Central office records maintained by the Office of Supervising Director of Libraries.

Explanatory Note: Factors influencing disparities of numbers of books between schools and/or fluctuations of figures for one school from year to year are:

- a. weeding
- b. loss
- c. worn-outs
- d. gifts
- e. parent assistance
- f. allotments based on number of pupils enrolled

- 6 DEGREE
- 7 SALARY

Source: Personnel Office payroll records for the month of February, 1969.

- 8 NUMBER OF PART-TIME ASSISTANTS*

Source: Building administrator's reports.

Explanatory Note: System-wide survey made November, 1969: "Status Report on D.C. Libraries."

- 9 NUMBER OF CARRELS

Source: Building administrator's reports.

Explanatory Note: System-wide survey made March, 1969: "School Library Report."

- 10 PHONOGRAPHS & EARPHONES:

Source: Building administrators' reports.

Explanatory Note: System-wide survey made November, 1968: "Status Report on D.C. School Libraries."

*See attached sheet for additional information.

11 TOTAL SQUARE FEET

Sources: Office of Building and Grounds estimated figures. Building administrators' reports (March, 1968).

12 OTHER

Source: Building administrators' reports (November, 1968).

Explanatory Note: By use of the term "other," reference is made to any one or to any combination of the following: filmstrips, filmstrip projectors, individual filmstrip views, slides, slide projectors, records, films, film projectors, transparencies, overhead projectors, opaque projectors, tapes, tape recorders, television, etc.

13 NUMBER CURRENT SUBSCRIPTIONS

14 NUMBER SUBSCRIPTION DATING BACK 1960 OR EARLIER

Source: Building administrators' reports (March, 1969).

Explanatory Note: In many instances, records for 1960 or earlier are not available since there were no elementary school librarians in 1960 and records are incomplete or missing.

15 HOURS OPEN: WEEKDAYS

16 HOURS OPEN: SATURDAY AND SUNDAY

17 HOURS OPEN: EVENINGS AND AFTER 5:00 PM

Source: Union Contract: "Agreement Between the Board of Education of the District of Columbia and the Washington Teachers' Union Local 6, American Federation of Teachers, AFL-CIO, January, 1969 - June, 1971."

STAY Program, Special Programs Director
Extended Day Schools, Supervising Director

Explanatory Note: The Extended Day School Program operates in Douglass, Hart Miller, and Terrell Junior High Schools. The Supervising Director reports that, "As a general practice, the school libraries have not been kept open after 4:30 p.m...."

At the elementary level there is only one librarian for each administrative unit. The following are the administrative units with one librarian each:

Carver-Smothers
Gage-Enckington
Hayes-Ludlow
Madison-Taylor

Langston-Slater
Montgomery-Morse
Edmonds-Peabody
Blow-Pierce

ADDITIONAL INFORMATION

SUBJECT: PART-TIME ASSISTANTS IN SCHOOL LIBRARIES

1. There are no paid library clerks in D.C. school libraries since the position of library clerk does not exist.
2. In Title I schools where teacher aides are assigned to a school, the aides are assigned sometimes to work in the library at the discretion of the principal on a part-time (or full-time) basis.

EXAMPLES: Garrison — 1 aide assigned full-time in library
 Goding — 1 aide assigned part-time in library

3. In some schools, students participating in the Work Scholarship Program or the Neighborhood Youth Program are assigned to work in the library for a few hours a day.

EXAMPLES:	School	No. of Students
	Cooke, H.D.	1
	Meyer	1
	Raymond	1
	Truesdell	1
	Hart	1
	Jefferson	1
	Dunbar	4
	Eastern	2
	McKinley	2

4. In one school, a part-time library assistant is paid from Follow Through funds (U.S. Office of Education program), and serves in a dual capacity as part-time office secretary and part-time library helper.

SCHOOL: Morgan Community School — 1 aide

5. In some schools where there are no librarian positions established, library volunteers operate the library on a part-time basis.

SCHOOLS:	Fillmore	Hyde	Oyster	Sumner
	Eaton	Jackson	Petworth	Takoma
	Grant	Janney	Shepherd	
	Hardy	Key	Stevens	
	Hearst	Mann	Stoddert	

6. In some schools staffed with trained librarians, part-time assistance is given by volunteers through the Urban Service Corps Program or through the Parents' Association.

EXAMPLES:	Amidon	Murch
	Barnard	Park View
	Bunker Hill	Randle Highlands
	Eckington	Stanton
	Gage	Tyler
	Grimke	Wilson, J.O.
	Keene	
	LaFayette	
	Monroe	Deal
	Montgomery	Paul
	Morgan	
	Morse	Woodrow Wilson

SOURCE: Building administrators' reports, November, 1968: "Status Report on D.C. School Libraries"; March, 1969: "School Library Report."

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART G

SCHOOL LIBRARIES

SENIOR HIGH SCHOOLS

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				**Periodicals		Hours Open	
	1960	1966	1968	Names of full-time employees	Degree	Salary	¹ No. of Pt. Time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun
Anacostia	8,500	8,660	5,842	Leffall, D.,	Masters +30	\$11,900		1	No	1,035	Yes	83	30	8:45-3:15	No
Ballou	Opened without books	6,864	9,418	Bryant, P.	Bachelor	8,400		0	No	1,815	Yes	82	50	"	"
Cardozo	5,089	5,218	5,865	Meeks, L	Masters +30	12,460		0	Yes	2,924	Yes	95	21	"	"
Coolidge	7,000	6,744	7,013	Walker, E.	Bachelor	8,400		0	No	1,260	Yes	94	0	"	"
Dunbar	9,959	8,614	10,170	Crumbly, L.	Bachelor	8,400		0	Yes	3,776	Yes	83	24	"	"
Eastern	10,536	9,952	9,618	Jefferson, N. Littlejohn	Masters	12,740		0	Yes	2,160	Yes	134+1	23	"	"
McKinley	6,000	8,688	9,813	Cocroft, A. Honore, J.	Masters Bachelor	12,740 7,560		0	Yes	1,600	Yes	118	0	8:45-3:15	"
Roosevelt	6,600	7,922	8,126	Taylor, G.	Masters	10,150		0	No	1,107	Yes	81	24	"	"
Spingarn	3,536	8,348	10,305	Schneiderman	Masters	9,450		0	Yes	1,475	Yes	83	0	"	"
Western	5,700	5,669	8,749	Hughes, O.	Masters +30	12,460 8,610		0	No			60	17	"	"
Wilson, W.	7,500	8,909	9,821	Sullivan, R.	Masters +30	8,610 7,840 (Title I-ESEA)		0	Yes	2,164	Yes	80+4	0	"	"
				Eastham, L.	Masters +30	13,090		0	No						
				Weinles, C.	Masters +30	8,050		0	No						
				Campbell, M.	Masters +30	11,200		0	No	1,620	Yes				

*In compiling information, use same base date for each year.

**Figures in these columns denote subscriptions purchased from budgeted funds; plus signs indicate gift subscriptions.

¹See information on cover sheet.

²Spingarn hours open 3:30 - 9:45 p.m. for STAY program.

3:30-9:45 pm²

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART G

SCHOOL LIBRARIES

VOCATIONAL SCHOOLS

2

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969			Periodicals				Hours Open	
	1960	1966	1968	Names of full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM
Bell		1,198	1,260	Welch, M.	Masters +30	\$13,090		0	No	495	Yes	27	10	8:45—3:15	Not opened	
Burdick		2,643	4,988	Coletti, J.	Masters	8,260		0	Yes	720	Yes	34 + 25	10	"	"	
Chamberlain		844	1,502	Snuggs, A.	Masters	8,820		0	No.	676	Yes	32 + 10	10	"	"	
Phelps		1,434	2,137	Lockett, E.	Masters	11,200		0	No	768	Yes	40	30	"	"	
Washington, M.M.		2,147	3,419	Stephenson, E.	Bachelor	7,840		0	Yes	548	Yes	28	2	"	"	

*In compiling information, use same base date for each year.

CHART G

SCHOOL LIBRARIES

JUNIOR HIGH SCHOOLS

3

Name of School	*Total of Books Per Library			Library Personnel — FY 1969				Equipment /Space — FY 1969				Periodicals		Hours Open		
	1960	1966	1968	Names of Full-time Employees	Degree	Salary	No. of Part-time Assis.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM
Backus	Not	3,829	4,500	Roberts, A.	Bachelor	\$10,850		0	No	1,056	Yes	64	0	8:45—3:15	Not opened	
Banneker	5,300	6,489	7,539	Morgan, R.	Masters	11,500		0	No	1,140	Yes	78	0	"	"	"
Browne	4,732	5,238	6,668	Sanders, J.	Bachelor	8,400		0	No	1,512	Yes	72 + 5	15	"	"	"
Deal	4,000	5,121	6,338	Reed, J.	Masters +30	11,900		0	Yes	1,512	Yes	62	32	"	"	"
Douglass	2,400	3,982	4,516	Smith, M.	Masters	8,540		0	No	1,000	No	53	28	"	"	"
Eliot	—	3,768	4,295	Barnes, O.	Bachelor	10,850		0	No	604	Yes	67	13	"	"	"
Evans	—	4,030	4,538	Bass, G.	Bachelor	10,850		0	No	1,248	No	51	43	"	"	"
Francis	4,100	4,899	5,350	Smith, J.	Masters	11,550		0	No	760	Yes	53	0	"	"	"
Garnet-Patterson	2,029	3,363	4,455	Saffell, D.	Bachelor	8,400		0	No	1,408	No	59	0	"	"	"
Gordon	5,200	3,989	5,275	Hubbard, A.	Bachelor	10,500		0	No	1,122	No	63	0	"	"	"
¹ Hamilton	—	—	—	Hardnett, C.	Masters	7,700		0	No	4,725	Yes	0	0	"	"	"
Hart	1,500	3,567	5,549	Barber, C.	Bachelor	9,800		0	No	1,680	No	94	7	"	"	"
Hine	4,797	6,675	8,775	Stroman, C.	Bachelor	8,750		0	No	1,420	Yes	57	0	"	"	"
Jefferson	2,700	3,491	4,177	Berry, J.	Bachelor	9,400		0	No	1,200	Yes	30	0	"	"	"
Kramer	5,000	3,950	5,041	Mitchell, E.	Bachelor	8,400		0	No	1,200	Yes	60	0	"	"	"
Langley	1,400	4,588	4,951	Holmes, A.	Bachelor	10,850		0	No	575	Yes	52	0	"	"	"
Lincoln	—	4,461	4,108	Spro, C.	Bachelor	8,400		0	No	1,520	Yes	85	0	"	"	"
MacFarland	6,000	6,796	6,684	Brice, L.	Masters	11,550		0	No	760	Yes	65	0	"	"	"
Miller	3,000	5,758	6,448	Lewis, V.	Masters	11,550		0	No	720	No	54	15	"	"	"
Paul	5,400	7,620	8,579	Whitmire, G.	Bachelor	10,850		0	No	585	Yes	67	8	"	"	"
Rabaut	—	4,461	5,004	Clay, E.	Bachelor	8,120		0	Yes	1,520	Yes	80	0	"	"	"
Randall	3,500	4,383	5,157	Becton, E.	Bachelor	9,800		0	No	1,250	Yes	69	0	"	"	"
Roper	—	4,461	4,305	Garrett, R.	Bachelor	10,500		0	Yes	1,456	Yes	88	0	"	"	"

*In compiling information, use same base date for each year.

¹Hamilton Junior High School opened September, 1968.

CHART G — JUNIOR HIGH SCHOOL (Continued)

*Total Of Books Per Library				Library Personnel — FY 1969			Equipment/Space — FY 1969				Periodicals		Hours Open		
Name of School	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM
Shaw	5,200	5,226	7,159	Burnette, J.	Bachelor	\$ 7,280		0	No	864	Yes	66	55	8:45—3:15	Not opened
Sousa	4,500	6,234	6,702	O'Connell, M.	Masters	10,500		0	Yes	1,280	Yes	70	0	"	"
Stuart	4,500	7,006	6,583	Bellamy, L.	Bachelor	8,400		0	No	804	Yes	61	0	"	"
Taft	3,541	3,820	5,377	Garber, J.	Bachelor	9,800		0	No	1,190	Yes	81	14	"	"
Terrell	3,452	5,257	5,332	Rogers, P.	Bachelor	7,560		0	Yes	1,800	Yes	71	59	"	"
Woodson	1,132	3,323	4,937	Holland, C.	Masters	9,800		0	No	989	Yes	71	50	"	"

*In compiling information, use same base date for each year.

CHART G
SCHOOL LIBRARIES

ELEMENTARY SCHOOLS

5

Name of School	*Total Of Books Per Library			Library Personnel - FY 1969				Equipment/Space - FY 1969				Periodicals		Hours Open		
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM
Adams	---	355	1,104	Williams, D.	Bachelor	\$10,500		0	Yes	800	Yes	12	0	8:45-3:15	Not opened	
Aiton	---	3,130	5,360	Gunn, C.	Bachelor	7,840		0	No	925	Yes	43	0	"	"	
Amidon	---	3,869	5,227	Moser, M.	Bachelor	8,120		0	Yes	759	Yes	24	15	"	"	
Bancroft	---	1,868	2,569	Spencer, J.	Bachelor	7,560		0	--	720	Yes	37	0	"	"	
Barnard	---	1,570	3,925	Person, R.	Bachelor	7,560		0	No	651	Yes	34	0	"	"	
Beers ²	1,900	670	1,518	Lawson, C.	Bachelor	7,560		0	No	147	No	31	0	"	"	
Benning & Annex	---	368	996	Branch, E.	Bachelor	7,000		0	No	666	Yes	14	10	"	"	
Birney	---	2,694	4,363	Hardy, C.	Bachelor	7,000		0	No	930	Yes	37	0	"	"	
Blair	---	NO LIBRARY 1969 - SCHOOL CLOSED														
Blow	---	347	1,084	Ferguson, M.	Bachelor	7,840		0	No	1,100	Yes	14	0	"	"	
Bowen	---	520	2,006	Organ, E.	Bachelor	8,750		0	No	1,419	Yes	23	0	"	"	
Brent	---	2,075	2,062	Noctor, S.	Bachelor	7,840		0	Yes	1,084	Yes	8	6	"	"	
Brightwood	1,536	3,169	4,493	Small E.	Masters	8,260		0	No	850	Yes	24	0	"	"	
Brookland	---	386	414	Collins, R.	Masters	11,550		0	No	0	Yes	17	0	"	"	
Bruce	---	564	1,287	Barnes, E.	Bachelor	8,750		0	No	792	Yes	18	18	"	"	
Bryan	1,100	3,669	5,449	Cheely, E.	Bachelor	7,840		0	Yes	937	Yes	30	0	"	"	
Buchanan	---	2,379	4,122	Earl, L.	Bachelor	10,500		0	No	756	Yes	25	0	"	"	
Bundy	---	340	1,449	Hamlin, J.	Masters	10,850		0	No	507	Yes	15	0	"	"	
Bunker Hill	700	2,651	3,909	Lawrence, P.	Bachelor	12,040		0	Yes	609	Yes	45	0	"	"	
Burrroughs	---	2,218	3,233	Wilson, E.	Bachelor	7,000		0	No	1,500	No	32	0	"	"	
Burrville	---	2,371	3,222	Cook, J.	Bachelor	7,000		0	No	600	Yes	24	0	"	"	
Carver	---	353	597	McCarthy, C.	SEE SMOTHERS			0	No	726	Yes	13	0	"	"	
Clark	---	---	1,040	Mauney, G.	Masters	9,800		0	Yes	1,166	Yes	31	0	"	"	
Cleveland	---	630	1,490	Wallace, B.	Bachelor	8,750		0	No	408	No	23	0	"	"	
Congress Heights & Annex	---	578	2,189	Alexander, J.	Bachelor	8,120		0	No	621	Yes	31	0	"	"	
Cook, J.F.	---	611	1,679	Ferguson, M.	Bachelor	7,000		0	No	1,040	Yes	26	0	"	"	
Cooke, H.D.	500	3,909	4,821	Cole, J.	Bachelor	12,040		0	No	704	Yes	32	0	"	"	
Crummell	---	509	909	Young, J.	Bachelor	7,280		0	Yes	792	Yes	17	0	"	"	
Davis	460	1,964	3,692	Moore, V.	Bachelor	10,850		0	No	3,000	Yes	77	0	"	"	
Draper	---	952	2,535	Lacy, B.	Bachelor	9,800		0	No	930	Yes	39	7	"	"	

*In compiling information, use same base date for each year.

²New Library to be ready in fall - 1969.

CHART G — ELEMENTARY SCHOOLS (Continued)

Name of School	*Total of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969			Periodicals			Hours Open	
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Part-time Assts.	Number Carrels	Photographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM
Drew	---	833	4,011	Wilson, R.	Bachelor	\$ 9,100		0	No	715	Yes	44	0	8:45—3:15	Not opened
Eaton	---	533	3,609	NO LIBRARIAN		---		0	No	989	No	17	0	"	"
Eckington	---	350	1,280	Bragg, J.	SEE GAGE			0	No	261	Yes	10	6	"	"
Edmonds	---	364	722	Alexander, J.	Bachelor	7,000		0	No	Est. 600	Yes	11	0	"	"
Emery	---	3,504	4,290	Reynolds, A.	Masters +30	9,450		0	Yes	1,100	Yes	26	0	"	"
Fillmore	---	764	1,568	NO LIBRARIAN				0	Yes	Est. 700	No	5	0	"	"
Gage	---	1,070	1,814	Bragg, J.	Bachelor	9,100		0	Yes	Est. 700	Yes	16+1	0	"	"
Garfield	---	943	2,786	Lewis, F.	Bachelor	9,450		0	Yes	432	Yes	38	0	"	"
Garrison	---	5,225	6,482	Griffin, E.	Bachelor	9,100		0	Yes	1,501	Yes	38	0	"	"
Gibbs	---	888	3,470	Moore, J.	Masters	11,550		0	No	1,080	Yes	37	0	"	"
Giddings	---	5,671	5,090	Watkins, A.	Masters	10,500		0	No	726	Yes	17	11	"	"
Goding	---	6,225	6,410	Days, S.	Masters	8,820		0	No	Est. 700	Yes	40	0	"	"
Grant	---	350	1,300	NO LIBRARIAN				0	No	936	No	7	3	"	"
Green	---	2,134	3,374	Cotton, S.	Bachelor	12,040		0	No	1,544	Yes	43	0	"	"
Grimke	500	720	1,121	Cross, D.	Bachelor	7,560		0	Yes	888	Yes	32	15	"	"
Hardy	850	1,564	2,738	NO LIBRARIAN				0	No	1,040	No	5+2	0	"	"
Harris	---	2,219	3,773	Harris, M.	Bachelor	7,560		0	No	656	Yes	34	0	"	"
Harrison	---	1,454	2,566	Howerton, A.	Bachelor	8,400		0	Yes	Est. 350	Yes	22	0	"	"
Hayes	---	312	886	Austin, F.	Bachelor	9,100		0	No	152	Yes	10	0	"	"
Hearst	1,000	1,319	2,124	NO LIBRARIAN				0	No	688	No	10+3	0	"	"
Hendley	200	2,219	4,500	Krueger, E.	Bachelor	7,500		0	No	Est. 1,100		55	0	"	"
Houston	---	1,392	2,750	Law, C.	Bachelor	7,000		0	No	775		34	0	"	"
Hyde	---	754	1,289	NO LIBRARIAN				0	No	Est. 700	No	7	0	"	"
Jackson	---	433	1,406	NO BIBRARIAN				0	No	Est. 800	No	5	0	"	"
Janney	1,900	1,414	2,317	NO LIBRARIAN				0	No	931	No	7+4	4	"	"
Keene	1,329	2,475	4,757	Dowling, B.	Masters	7,980		0	No	616	Yes	21	10	"	"
Kenilworth	---	3,616	4,162	Bethel, A.	Bachelor	10,850		0	Yes	Est. 700	Yes	37	0	"	"
Ketcham & Annex	---	562	1,750	Carr, B.	Bachelor	7,000		0	No	Est. 700		36	0	"	"
Key	---	540	2,578	NO LIBRARIAN				0	No	748	Yes	6	0	"	"
Kimball	---	2,805	2,993	Dyson, E.	Bachelor	10,150		0	Yes	150	Yes	42	0	"	"
Kingsman	---	881	2,128	Rucker, C.	Bachelor	9,450		0	No	Est. 800	No	32	0	"	"
Lafayette	4,000	4,535	5,796	Haefele, R.	Bachelor	7,280		0	No	1,098	Yes	20+1	0	"	"
Langdon	---	656	1,614	Tersoff, K.	Masters	7,980		0	No	420	Yes	31	0	"	"
Langston	---	364	1,064	Greene, N.	Masters	10,500		0	No	Est. 500	No	10	0	"	"
LaSalle	1,200	5,000	6,614	Weaver, A.	Masters	9,450		0	Yes	980	Yes	32+8	0	"	"

*In compiling information, use same base date for each year.

CHART G — ELEMENTARY SCHOOLS (Continued)

Name of School	*Total of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				Periodicals		Hours Open	
	1960	1966	1968	Names of full-time employees	Degree	Salary	No. of Pt.-time Assis.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.
Lennox & Annex	---	443	1,862	Webb, B.	Bachelor	\$ 8,400		0	No	600	Yes	26	0	8:45—3:15	Not opened
Lewis	---	2,345	3,375	Ramsunder, N.	Bachelor	9,450		0	No	600	Yes	27	0	"	"
Logan	---	2,445	2,462	Capehart, G.	Masters	7,700		0	Yes	540	Yes	39+1	0	"	"
Lovejoy	---	2,322	2,569	Abernethy, J.	Bachelor	7,840		0	No	880	Yes	27	0	"	"
Ludlow	---	320	948	Austin, F.	SEE HAYES			0	No	260	Yes	8	0	"	"
Madison	---	317	1,151	Blake, R.	Bachelor	8,750		0	No	Est. 600	No	12	0	"	"
Mann	1,000	313	951	NO LIBRARIAN				0	No	672	No	9	3	"	"
Maury	---	733	2,341	Mann, L.	Bachelor	7,280		0	No	512	Yes	15	0	"	"
McGogney	---	2,141	2,816	Campbell, M.	Bachelor	7,840		0	No	925	Yes	42	0	"	"
Merritt	---	490	1,450	Houchin, M.	Masters	7,980		0	No	475	Yes	20	0	"	"
Meyer	---	1,570	3,570	Paris, V.	Bachelor	8,750		0	No	458	Yes	55	0	"	"
Miner	---	2,561	3,225	Schonberg, P.	Bachelor	7,280		0	No	Est. 700	Yes	35	0	"	"
Monroe	---	1,540	2,712	Vaughn, W.	Bachelor	7,560		0	Yes	442	Yes	22	0	"	"
Montgomery	---	3,454	4,026	Richardson, M.	Masters +30	12,460		0	Yes	Est. 500	Yes	23	0	"	"
Morgan	---	673	2,541	Blackman, N.	Bachelor	7,280		0	No	500	Yes	46	0	"	"
Morse	---	96	872	SEE MONTGOMERY				0	Yes	600	Yes	8	0	"	"
Moten	---	1,806	1,468	Lucas, T.	Bachelor	9,100		2		1,100	Yes	49	49	"	"
Mott	---	657	2,454	Goodman, M.	Bachelor	10,150		0		800	Yes	32	0	"	"
Murch	2,000	3,338	5,147	Skartvedt, M.	Bachelor	10,150		2 gifts		1,008	Yes	22+8	0	"	"
Nalle	---	578	1,931	Alston, F.	Bachelor	7,840		0		880	Yes	24	12	"	"
Nichols Avenue	---	562	1,121	NO LIBRARIAN										"	"
Noyes	---	722	2,560	Parker, C.	Bachelor	10,850		0		Est. 770	Yes	29	0	"	"
Orr	---	367	656	Heath, M. ½ time	Bachelor	3,500		0	Yes	200	Yes	13	0	"	"
Oyster	---	1,711	2,486	NO LIBRARIAN				0	No	700	Yes	9	0	"	"
Park View	---	871	3,901	LaSaine, D.	Bachelor	9,100		0	Yes	880	Yes	32	0	"	"
Patterson	550	1,034	2,906	Klein, E.	Bachelor	9,100		0	No	568	Yes	38	0	"	"
Payne	---	631	1,483	Bush, D.	Bachelor	7,840		0	No	651	Yes	21	10	"	"
Peabody	---	1,138	1,557	Alexander, J.	SEE EDMONDS			0	No	Est. 250	Yes	12	0	"	"
Perry	---	376	764	NO LIBRARIAN				0	No	216	No	12	0	"	"
Petworth	---	634	1,644	NO LIBRARIAN				0	No	Est. 700	No	23	0	"	"
Pierce	---	542	1,151	Ferguson, M.	SEE BLOW			0	No	0	No	10	0	"	"
Plummer	---	3,823	4,735	Mials, E.	Bachelor	10,500		0	Yes	927	Yes	40+1	0	"	"
Powell & Annex	---	1,279	3,636	Waters, F.	Bachelor	10,150		0	Yes	663	Yes	20+2	0	"	"
Randle Highlands	---	686	1,512	Wacks, T. ½ time	Bachelor	3,500		0	Yes	336	Yes	15	0	"	"

*In compiling information, use same base date for each year.

CHART G - ELEMENTARY SCHOOLS (Continued)

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969			Periodicals		Hours Open		
	19 60	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Photographs and Eurphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM
Raymond	---	744	2,623	Vann, L.	Bachelor	\$ 8,400		0	Yes	1,056	Yes	38	0	8:45—3:15	Not opened
Richardson	775	862	2,516	Robinson, J.	Bachelor	8,120		0	No	700	No	34	0	"	"
River Terrace	---	684	2,995	Young, C.	Masters	7,980		0	No	696	Yes	18	0	"	"
Rudolph	---	2,066	4,632	Harrison, R.	Bachelor	12,040		0	Yes	777	Yes	50	0	"	"
Savoy	---	---	Opened	Farmer, M.	Bachelor	7,560		0	Yes	1,100	Yes	32	0	"	"
Seaton	---	323	654	NO LIBRARIAN				0	No	0	No	7	0	"	"
Shadd	---	639	2,687	Williams, E.	Bachelor	10,850		0	Yes	700	Yes	31	0	"	"
Shepherd	1,803	3,490	4,557	NO LIBRARIAN				0	No	792	Yes	23	0	"	"
Simmons	---	3,363	5,169	Herring, D.	Bachelor	8,750		0	Yes	966	Yes	20	0	"	"
Simon	300	1,104	2,787	Yancey, J.	Bachelor	7,840		0	No	Est.800	Yes	40	0	"	"
Slater	---	328	1,044	Greene, N.	SEE LANGSTON			0	Yes	594	Yes	9	0	"	"
Slowe	---	397	1,499	Collins, R.	SEE BROOKLAND			0	No	1,092	Yes	33	0	"	"
Smothers	---	2,394	2,449	McCarthy, R.	Masters	10,850		0	No	1,008	Yes	21	0	"	"
Stanton	1,175	2,206	5,601	Yettegren, D.	Bachelor	10,850		0	No	882	No	39	0	"	"
Stevens	---	309	1,131	NO LIBRARIAN				0	No	890	No	15	7	"	"
Stoddert	506	450	2,321	NO LIBRARIAN				0	No	672	Yes	9	0	"	"
Summer	---	347	794	NO LIBRARIAN				0	No	430	No	8	5	"	"
Syphax	---	3,817	3,591	Russ, F.	Bachelor	7,000		0	No	1,280	Yes	24	10	"	"
Takoma	---	564	1,574	NO LIBRARIAN				0	No	Est.500	No	22	0	"	"
Taylor	---	1,614	1,830	Blake, R.	SEE MADISON			0	No	Est.700	No	20	0	"	"
Thomas	---	599	1,135	Jackson, N.	Bachelor	10,150		0	Yes	750	Yes	27	11	"	"
Thomson	---	566	1,647	NO LIBRARIAN				0	No	720	No	19	0	"	"
Truesdell	2,000	1,603	4,579	Simmons, W.	Masters	9,800		0	Yes	892		43	0	"	"
Turner	---	592	2,248	Standard, W.	Bachelor	10,150		0	No	720	Yes	29	0	"	"
Tyler	---	2,409	4,088	Edwards, W.	Masters	11,200		0	No	1,100	Yes	35	0	"	"
Van Ness	2,070	3,566	3,458	Hunter, V.	Masters	11,200		0	No	848	No	29	0	"	"
Walker Jones	---	4,121	4,095	Wilson, R.	Bachelor	8,210		0	Yes	903	Yes	26	0	"	"
Watkins	---	4,729	3,800	Armstrong, A.	Bachelor	9,450		0	Yes	630	Yes	30	0	"	"
Webb	---	1,835	3,694	Carpenter, B.	Bachelor	7,280		0	Yes	Est.700	Yes	32	0	"	"
West	---	698	1,972	Burris, L.	Masters	11,556		0	No	0	No	26	0	"	"
Wheatley	---	2,416	4,420	Martin, H.	Bachelor	12,040		0	No	1,175	Yes	32	0	"	"
Whittier	---	2,698	5,596	Jackson, L.	Bachelor	8,120		0	Yes	686	Yes	39	0	"	"
Wilson, J.O.	---	2,570	4,128	Moosavi, M.	Bachelor	7,840		0	No	744	Yes	36	0	"	"
Woodridge	---	699	3,075	Woods, L.	Bachelor	8,750		0	No	550	Yes	25	0	"	"
Young	---	1,352	4,073	Glaude, P.	Bachelor	11,410		0	Yes	988	Yes	53	0	"	"

*In compiling information, use same base date for each year.

58 Dealwareview Avenue
Trenton, New Jersey
April 17, 1969

Dear P.T.A. President:

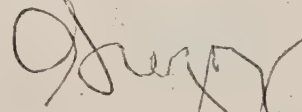
As we mentioned earlier, the April Cadwalader meetings are dedicated to, and open to, all the citizens of Trenton. Tracking, which it has been confirmed, is used in our schools "psychologically damages children" and is "of no educational positive use, in fact is negative" according to our panelists last night.

The famous militant, Julius Hobson, will be our featured guest. He initiated the landmark "Hobson vs Hanson" lawsuit against the Washington, D.C. school superintendent which resulted in a decision that tracking was illegal and discriminatory.

May I encourage you to invite all your parents, teachers and administrative staffs to attend this session. At no cost to them or to your organization.

If you have questions, suggestions or need help from me feel free to give me a call.

yours for better schools,



Gregory F. Simms

Parents - Teachers

Hear famed:

Julius Hobson

Board of Education Member from Washington, D.C.

Discuss:

"How and Why to Rid Our Schools of TRACKING"

DATE: April 23, 1969

TIME: 8:00 P.M.

PLACE: Cadwalader Elementary School
West End Ave. at Murray Street

Admission — FREE

The Public is invited to participate.

Co-sponsored: Cadwalader PTA, Black Businessmen's Association,
Junior #3 PTA, House of Soul, and N.A.A.C.P.

Dedicated teachers—

Help parents understand

"Tracking in Trenton Schools"

(1) Send notices home to your parents advising them of the public meetings at Cadwalader School this Wednesday and next Wednesday, April 16th and 23rd, at 8 PM.

(2) Urge your teacher friends to go and go yourself.

(3) Support your BTO and help it grow.

(4) Discuss among your own teachers and P.T.A. some alternatives to meeting student needs.

These meetings are co-sponsored by the Cadwalader and Junior #3 P.T.A.s, the House of Soul, The Trenton Black Businessmen, and the Trenton Branch of the N.A.A.C.P.

404 E. Indian Spring Drive
Silver Spring, Md. 20901

July 22, 1969

Julius Hobson
Member, D.C. Board of Education
Washington, DC.

Dear Mr. Hobson:

I'm writing you, in effect, to ask about the possibilities of working with you on questions of education, racist and cultural patterns now being encouraged by city and surrounding suburban systems, and police practices which from my experience definitely relate to all these vital issues.

I worked for two years as a part-time reporter for The Montgomery County Sentinel, and quit in March '69 for what should be obvious reasons; I was one of the leaders of the Montgomery County Student Alliance from Jan. thru March of '69; in May, after digging Berkeley before the bust of Peoples Park, I lived at Freedom House in Bethesda for a month, and gradually a pattern of harassment began to immerge which is as equally frightening as that of the county school system. I was arrested June 2nd for destruction of public property across from Freedom House on Cordell Avenue; the case has now been fairly well disposed of.

I was 18 this month; I've been accepted to attend Reed College in Oregon in the fall but I don't think I'll be going this year; I never graduated from high school so there should be no draft hassle for a year at least.

I saw you speak at Harvard. I'd been there four days by then and you were the first speaker who took two steps forward instead of people like Menninger who took a step forward, then a step back and then a step on the plane back home. So much for that, except to say that you know what you're talking about.

Please let me know about speaking with you further. My home phone number is 587-2769.

With regards,

Norman Solomon
Norman Solomon

File number 347-9588

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 4, 1969

Mr. Julius W. Hobson, Member
Board of Education
300 M Street, S.W., Apt. 510
Washington, D. C. 20024

Dear Mr. Hobson:

Attached is the summary which you requested on Thursday, April 3, 1969, of the progress reports prepared by the supervising directors in the Division of Instruction with regard to the demands of the Student Coalition for Education Now.

Respectfully submitted,

William R. Manning
B. J. Hendry
William R. Manning
Superintendent

EDUCATIONAL PROGRAMS
related to
DEMANDS OF THE STUDENT COALITION FOR EDUCATION NOW

SUMMARY		
CURRENT PROGRAMS	SUMMER PROGRAMS	NEW PROGRAMS - SCHOOL YEAR (69-70)
<p>ENGLISH Introduction of Black Studies through "Neglected Literature Program:" reading list circulated staff development four experimental schools (Hart, Sousa, Eastern, Western) instructional materials for all high schools purchased</p> <p>#Expanding the number of books by African and American Black writers in all school libraries</p> <p>#Development of new curricula for the study of Black Literature at all grade levels</p>	<p>Course for teachers at D. C. Teachers College (\$30/teacher with min. of thirty)</p> <p>* Course for junior and senior high students in summer schools on American Black writers</p>	<p>* Contract with Private Agencies for Speed Reading Instruction (est. \$90 to \$150/student)</p> <p>* City-wide staff development for teachers on Black writers</p> <p>* Implement new curricula on Black Literature at all levels</p>
SWAHILI	<p>* Conference to plan content of a Swahili program, as a part of a cooperative project with Howard University funded by the U. S. of Education. (Specialists teachers, parents, students plan together).</p> <p>* A course for a limited number of students could be offered this summer, (pending the commitments of available specialists)</p>	<p>* Pilot Swahili courses in 3 senior high schools as part of Howard University Program.</p> <p>* Contract for part time services of area residents who speak Swahili but are not certified teachers</p>
#New Activities this semester	Proposed. Board authorization and allocation of funds required.	

SEX EDUC.	<p>Provided as a part of "Health Education" in all senior high schools, grades 11 and 12. (11,621 currently enrolled)</p>	<p>* Develop curriculum for new units in Health Education, including study of: sexuality, masturbation, nocturnal emissions, homosexuality, premarital sex, venereal disease, and family planning.</p> <p>* Develop curriculum material for sex education in elementary and junior high schools.</p>	<p>* Introduce new curriculum for all students.</p>
PHYSICAL EDUC.	<p>Board Action (1942) requires Physical Education for all students, five days per week.</p> <p>In some high schools an alternate sequence is followed: 9 weeks of Health Ed./9 weeks Physical Education.</p> <p>In some high schools grade 11 students take Health Ed in place of Physical Education.</p> <p>A full Physical Education Program is not offered in the following due to lack of facilities, equipment, and/or staff: Phelps Vocational, M. M. Washington Vocational, & Burdick Vocational.</p> <p>The administration is developing recommendations for the Board regarding Physical Education.</p>		
BLACK HISTORY	<p>Present Courses:</p> <p>"African History & Culture"</p> <p>"Afro-American History" (55 classes at senior highs) (37 classes at junior highs)</p> <p>New Black History curriculum being tested in 10 pilot elementary schools.</p>	<p>* Black Studies Program in Summer Schools.</p> <p>* Summer Institute for Teachers on Afro-American History. (est. \$3,602)</p> <p>* Develop new curriculum: Junior High Course "Afro-Amer. Hist. & Culture" Senior High Course "The Negro in Amer. History" Elementary School Units in "Afro-American History"</p>	<p>* Establish Mobile Unit: "Afro-American History on Wheels" (est. \$46,900)</p> <p>* Compile list of Community Resources related to Black Studies.</p> <p>* Implement new courses at all levels.</p>
DRESS CODE	<p>There is currently no official city wide dress code. At the level of individual schools dress regulations are developed by school personnel, students and parents.</p>		
*Proposed. Board authorization and allocation of funds required.			

April 4, 1969

Dear *Mr. Hobson,*

On March 10 a letter was sent to Dr. Manning asking that the Public School Community Council be placed on the agenda for the March 20 meeting for the Board's endorsement and support. Time did not permit the matter to be brought before the Board at that meeting.

We therefore urge the Board to give this matter a high priority for consideration at the April 16 meeting. A statement of the Community Council was also submitted on March 10 and should now be in your hands. This statement gives the background of the council and presents the services it is prepared to furnish the Board now, and in the future. A membership list is attached to the statement. We believe this matter merits your favorable consideration.

Very truly yours,

Robert L. Bostick

Robert L. Bostick
Temporary Chairman
Public Schools Community Council

B2K

PUBLIC SCHOOLS COMMUNITY COUNCIL
STATEMENT TO THE BOARD OF EDUCATION

Background

The Community Council was organized by the Board of Education in October 1967 for the purpose of making the community's contribution to the Board's effort to implement the recommendations of the Passow Report. The Council, through its recommendations and its representatives to the Executive Study Group made important contributions to that work which was accepted in principal by the Board after some modification by the superintendent.

The Council originally consisted of about 40 diverse groups invited by the Board to participate. After organizing itself the Council ask for and received permission from the Board to form its own rules and control its own membership. The council quickly opened its membership to any and all organizations expressing an interest in education and during the winter and spring of 1968 when the bulk of the work was done, increased its membership to over 80 organizations.

At its meeting of October 23, 1968, the D. C. Board of Education voted to reconstitute the Community Council, which it had created a year earlier to make recommendations for the implementation of the Columbia University Study of D. C. Schools. This vote was in response to a request from the council that it be officially reconstituted to advise the Board of Education about implementation of change in the D. C. Schools and to provide support for the Board in making these changes. The Board of Education had already assigned a task to the Community Council and had requested a statement of Community Council guidelines and of the operational services it needs from the school administration. We are pleased to submit this outline of the council structure, guidelines, and needs, as approved by the council.

Membership

The membership philosophy of the Council has been to be as representative of the entire community as possible. Accordingly, the only admission rule the Council has is that an organization indicate a desire to join and to state that it is interested in education. In addition, the Council is continually taking the initiative in seeking additional members from every segment of the community.

The members of the Council are organizations who name a representative to work with it. The membership list is attached as a part of this document. New members who have jointed since October 1968 are noted.

Structure

Officers will be elected annually. They shall include, but shall not be limited to, a chairman, vice-chairman, recording secretary, corresponding secretary, and treasurer. The Council's Executive Board will include persons who will make themselves available to the residents of all the different areas of the city to bring their opinions before the council. The Executive Board shall include elected Chairman of Committees which will be concerned with specific aspects of the education program, i.e., Staff Development, Early Childhood Education, etc.

Meetings

All regular Community Council meetings will be open to the public. One-fourth of the membership shall constitute a quorum. The council will decide upon a regular meeting day and meet at least once a month, more often if necessary.

Functions of the Council

The council views its major task to be advising the Board of Education concerning the implementation of the reports of the Executive Study Group for the Columbia University Study of D. C. schools. The Council is willing to work closely with the Board of Education, the implementation unit of the school administration, and with other units of the school administration in an effort to put into practice the recommendations of the Executive Study Group. Council members will consider it an obligation to make reports to their organizations concerning the progress of implementation.

In addition, the council can use the combined strength and resources of its member organizations to provide support of Board of Education actions before Congress and the city government. The council members will keep their organizations informed of all council activities and will solicit their advice about matters pending before the council. The council may also serve to bring together the community, the school administration and teachers for discussions which would illuminate problems and seek to determine solutions.

Support

In order to carry out the functions described above, the council will need some support services from the Board of Education.

1. A centrally located meeting place, arranged by the school system, preferably a school, available twice a month for regular and executive committee meetings.

2. Secretarial services, to include typing, duplicating and mailing notices and pertinent materials to all members, an average of twice a month. These would include typing and duplication of monthly council reports to the Board and other reports as requested by Board and school administration. The council estimates that it will require at least one-third time services of a competent secretary, increasing to one-half time by the end of the school year. Meeting notice and duplication services should be made available on 48-hour notice, when needed.

In order for the council to be accurately informed, and to be able to respond knowledgeably to the Board, copies of the full Board meeting agenda and documents pertaining to the implementation of the Columbia University Study should be made available to the Council. The Council would like to receive this material in sufficient time to report to the Board before decisions are made.

PUBLIC SCHOOLS COMMUNITY COUNCIL

MEMBER ORGANIZATIONS

(New groups are starred)

1. Commissioner's Council on Human Relations
- *2. Cooperative Lutheran Ministry
3. Southwest House NDP
- *4. Burroughs PTA
- *5. Palisades Citizens Assn.
6. 14th Precinct Police Advisory Council
7. Far East Council of Civic Associations
- *8. Friendship House NDP
9. Circle on the Hill
10. WISE Coordinating Council
11. Northwest Parents Action Group
12. Capitol Hill Community Council
13. Help for Retarded Children, Inc.
14. Near Northeast Citizens Advisory Council
15. Congress Heights Assn. for Service and Education
16. Area 4 PTA Council
- *17. Ann Beers elementary school
18. Area 5 PTA Council
19. Civic League of North Portal Estates
20. Neighborhood Development Center #2
- *21. Stoddert School PTA
22. Continental Society of D.C.
23. Education task force, Lutheran Social Services
24. Area 6 PTA Council
25. Southeast Neighbors, Inc.
- *26. Friendship Civic Association
27. Federation of Citizens Associations
28. Federation of Civic Associations
29. D.C. Education Association
30. Lincoln Junior High Advisory Council
31. Mt. Pleasant Neighbors
- *32. Brightwood Community Assn.
33. Americans for Democratic Action
34. Area 2B PTA Council
35. Cardozo Heights Assn. for Community Growth and Enrichment
36. Model Inner City Community Organization
37. Southeast House NDP
38. Urban League NDP
- *39. Key PTA
- *40. Kelly Miller Junior High Parent Advisory Council
- *41. Neighborhood Development Center #1
42. American Jewish Committee
- *43. SAGE-Lafayette H. and S. Assn.
44. Southwest Community House
45. D.C. Taxi Cab Council
46. D.C. League of Women Voters
47. D.C. Citizens for Better Public Education
48. D.C. Mental Health Assn.

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PSCC MEMBER ORGS. 2.

- * 49. Janney PTA
- 50. School Action Council for Capitol East
- * 51. Cleveland Park Recreation Council
- 52. United Planning Organization
- * 53. Fillmore School PTA
- 54. Lafayette Home and School Assn.
- 55. Edmonds-Peabody School Action Council
- 56. D.C. Congress of Parents and Teachers
- 57. Area 3B PTA Council
- 58. Southern Christian Leadership Conference
- 59. Friendship House Neighborhood Advisory Council
- 60. College Alumnae Club, Nat'l. Assn. of College Women
- 61. Far East Community Services Board of Directors
- * 62. Oyster PTA
- 63. Greater Washington Central Labor Council
- 64. Neighbors, Inc.
- 65. Anti-Defamation League, B'Nai B'Rith
- * 66. Woodridge Civic Assn.
- 67. Area 3 A PTA Council
- * 68. Adams PTA
- 69. Inter-High Advisory Council
- 70. Far East Community Services, Inc.
- 71. National Conference of Christians and Jews
- 72. Human Resources Commission
- 73. Southwest Neighborhood Assembly
- 74. D.C. Federation of Women's Clubs
- 75. D.C. Branch, NAACP
- 76. Congress of Racial Equality
- * 77. Military Road and Sumner PTAs
- 78. Morgan School Board
- 79. D.C. Council of Churches
- 80. Near Northeast Community Improvement Corporation
- 81. Parents Pre-School Council
- 82. Penn Branch Citizens Assn.
- 83. Area 2A PTA Council
- * 84. Lincoln Civic Assn.
- 85. Area 4 B PTA Council
- * 86. Peoples Involvement Corporation
- 87. Jewish Community Council
- 88. Washington Bar Assn.
- 89. Garfield-Douglas Heights Civic Assn.
- 90. Vocational Education Advisory Council
- 91. Washing on Urban League
- 92. Boy Scouts of America
- 93. Womens Auxiliary, Medico-Chirurgical Society
- 94. Adams Morgan Community Council
- 95. Brooklyn Area Coordinating Council
- 96. Committee of 100 Ministers

MEMBERSHIP PENDING

- * Southeast Enrichment Center
- * National Capital Day Care
Parents
- * Committee to Aid Latin
American residents

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 4, 1969

Mr. Julius W. Hobson, Member
Board of Education
300 M Street, S.W., Apt. 510
Washington, D. C. 20024

Dear Mr. Hobson:

Attached is the summary which you requested on Thursday, April 3, 1969, of the progress reports prepared by the supervising directors in the Division of Instruction with regard to the demands of the Student Coalition for Education Now.

Respectfully submitted,

William R. Manning
B. J. Hendry
William R. Manning
Superintendent

EDUCATIONAL PROGRAMS
related to
DEMANDS OF THE STUDENT COALITION FOR EDUCATION NOW

SUMMARY

CURRENT PROGRAMS	SUMMER PROGRAMS	NEW PROGRAMS - SCHOOL YEAR (69-70)
<p>ENGLISH Introduction of Black Studies through "Neglected Literature Program:" reading list circulated staff development four experimental schools (Hart, Sousa, Eastern, Western) instructional materials for all high schools purchased</p> <p>#Expanding the number of books by African and American Black writers in all school libraries</p> <p>#Development of new curricula for the study of Black Literature at all grade levels</p>	<p>Course for teachers at D. C. Teachers College (\$30/teacher with min. of thirty)</p> <p>Course for junior and senior high students in summer schools on American Black writers</p>	<p>* Contract with Private Agencies for Speed Reading Instruction (est. \$90 to \$150/student)</p> <p>* City-wide staff development for teachers on Black writers</p> <p>* Implement new curricula on Black Literature at all levels</p>
<p>SWAHILI</p>	<p>* Conference to plan content of a Swahili program, as a part of a cooperative project with Howard University funded by the U. S. of Education. (Specialists teachers, parents, students plan together).</p> <p>* A course for a limited number of students could be offered this summer, (pending the commitments of available specialists)</p>	<p>* Pilot Swahili courses in 3 senior high schools as part of Howard University Program.</p> <p>* Contract for part time services of area residents who speak Swahili but are not certified teachers</p>
#New Activities this semester	Proposed. Board authorization and allocation of funds required.	

SEX EDUC.	<p>Provided as a part of "Health Education" in all senior high schools, grades 11 and 12. (11,621 currently enrolled)</p>	<p>* Develop curriculum for new units in Health Education, including study of: sexuality, masturbation, nocturnal emissions, homosexuality, premarital sex, venereal disease, and family planning.</p> <p>* Develop curriculum material for sex education in elementary and junior high schools.</p>	<p>* Introduce new curriculum for all students.</p>
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BLACK HISTORY	<p>Present Courses:</p> <p>"African History & Culture"</p> <p>"Afro-American History"</p> <p>(55 classes at senior highs)</p> <p>(37 classes at junior highs)</p> <p>New Black History curriculum being tested in 10 pilot elementary schools.</p>	<p>* Black Studies Program in Summer Schools.</p> <p>* Summer Institute for Teachers on Afro-American History. (est. \$3,602)</p> <p>* Develop new curriculum: Junior High Course "Afro-Amer. Hist. & Culture" Senior High Course "The Negro in Amer. History" Elementary School Units in "Afro-American History"</p>	<p>* Establish Mobile Unit: "Afro-American History on Wheels" (est. \$46,900)</p> <p>* Compile list of Community Resources related to Black Studies.</p> <p>* Implement new courses at all levels.</p>
DRESS CODE	<p>There is currently no official city wide dress code. At the level of individual schools dress regulations are developed by school personnel, students and parents.</p>		
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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
418 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 4, 1969

Mr. Julius W. Hobson, Member
Board of Education
300 M Street, S.W., Apt. 510
Washington, D. C. 20024

Dear Mr. Hobson:

Attached is the summary which you requested on Thursday, April 3, 1969, of the progress reports prepared by the supervising directors in the Division of Instruction with regard to the demands of the Student Coalition for Education Now.

Respectfully submitted,

William R. Manning
B. J. Henry
William R. Manning
Superintendent

EDUCATIONAL PROGRAMS
related to
DEMANDS OF THE STUDENT COALITION FOR EDUCATION NOW

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2.H.C

1743 "P" St., N.W.
April 16, 1969

Dear Mr. Hobson,

I would like to invite you to Spingarn High School, to speak to my Government and Sociology classes, and to the classes of several other teachers who are interested in having their students hear you. This invitation arises from my students's interest in social problems and my feeling that the students of the school need to hear what you have to say in respect to the character of D.C. Public Schools.

I think that the atmosphere of Spingarn is particularly oppressive. To illustrate this point, on April 4th, Spingarn did not have any type of memorial service for Dr. King. When I asked the principal why nothing had been planned, I was told that there was no reason to do anything different that day, because people die all the time. Therefore, he stated, April 4th was no different from any other day. What was even sadder, was that there was no reaction from the students. This is a school where students who run to avoid punishment for being seen walking on the grass are called "gun-shy dogs" over the P.A. system--where some teachers deny students the right to attend class by making them stay in homeroom for days as punishment--where students are charged twenty cents for cokes, and are not allowed to leave the building for lunch--where another teacher attempted to have me arrested for inciting a riot after I asked a group of students to meet me after school.

We need you to speak to our students!

Please write or call me after school hours (667-1148), so we can make specific arrangements.

Thank-you for your consideration,

Leonard G. Schrader

Leonard G. Schrader
1743 "P" St., N.W.
Apt. 22
Washington, D.C. 20036

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WESTERN HIGH SCHOOL
THIRTY-FIFTH AND R STREETS NW.
WASHINGTON, D. C. 20007

OFFICE OF THE PRINCIPAL

April 14, 1969

Rev. James Coates
President
Board of Education
12th and Pennsylvania Avenue, N.W.
Washington, D.C.

Dear Sir:

We are requesting a general investigation into the administration of Western High School by Mr. Sidney Zevin in the following areas:

- (1) discipline
- (2) attendance
- (3) academic failures

Your attention to this matter at your earliest convenience shall be greatly appreciated.

Respectfully,

Charles F. Weeks
Charles F. Weeks, Union Rep.
Mildred Lockhart
Mildred Lockhart, Council Chairman
Betty Daughtride
Betty Daughtride
Herman Daves
Herman Daves

Robert Goyan

Robert Goyan MK6

for file on western
High

Tina,

This is a copy of the Black Teachers' statement - signatures were on an attached sheet - not included in material sent to Mr. Hobson.

Please look closely at the Riley Mansour case. It involves Rhodes, who is just as guilty as Rhodes.

B Daughtridge

CERTIFIED COPY OF THE MAY 20, 1969
WESTERN HIGH SCHOOL CHAPTER OF THE ORGANIZATION OF
BLACK TEACHERS RESOLUTIONS SUPPORTING THE MAY 14, 1969
PARENT-TEACHER PETITION DEMANDING THE IMMEDIATE RESIGN-
ATIONS OF THE CHIEF ADMINISTRATORS OF WESTERN HIGH SCHOOL

We, The Western High School Chapter of the Organization of Black Teachers, duly created, organized and dedicated to the realization of the following objectives..... satisfying the needs of the black students, community, and teachers, DO HEREBY CERTIFY:

That, at a meeting of the general membership of said organization, duly called and held on the 20th day of May, 1969, at which a quorum was present, the following resolutions were unanimously adopted by said organization, to wit:

"RESOLVED, that this organization vigorously supports en toto the Western Teacher-Parent petition of May 14, 1969 demanding the immediate resignations of the Chief Administrators of Western High School."

"BE IT FURTHER RESOLVED, that the new personnel placed in their stead be young, progressive, innovative, aware black leaders willing to execute the letter and spirit of the Hobson v. Hanson decision."

"BE IT STILL FURTHER RESOLVED, that the new Afro-Americans administrative personnel be willing to work untiringly to institute compulsory courses in Afro-American culture and elective courses in African culture."

IN WITNESS WHEREOF, we have hereunto subscribed our names, on this 20th day of May, 1969.

s/s James A. Brown,
President

210

Prepared by
Mr. Boyd's secretary.

March 21, 1969

Mr. Hobson

MEETING with
Rev. Coates
Mr. Hobson
Mr. Rosenfield
Dr. Manning
Mr. Henley
Mr. Zevin

MR. ROSENFELD: I received a call from Libby Newman, asking me if I would like to speak at an assembly? I said, "You know what I would like to do first, I would like to meet with your student representatives at you convenience and let's have an informal chat and then we will have an assembly". She said, well that's fine. We set the date and on Monday evening she canceled it. Her father put her on the phone, and I'm going to write him a letter, too. I recent that falsehood stated there.

It was stated by the young lady at the 7th precinct the other night the fact that Mr. Rosenfield refuses to come to Western High School. They called me about it and I said how in the hell can that be true when they canceled it themselves.

MR. ZEVIN: I am not responsible for any questions stated by students. Mr. Hobson remember too, that my parting remarks to the students was that we were going to invite many more people and that many of them will differ with him and his points of view.

MR. HOBSON: Well, the only thing that disturbed me Mr. Zevin, in fact a number of things that disturbed me, but the one that I'm concerned about is the one that the police, I want to clarify. I think somebody called the police. You don't have any knowledge of this? But I don't think it is normal for two police cars and a plain-clothed car to hang around the school like that while a member of the Board of Education is speaking. Too, it was a rumor that I had started a riot at Eastern. I've never started a riot at Eastern. If I wanted to start a riot I would start it in a place where it can be finished, not at Eastern. I was at Eastern once, when the "Students for Education Now" met. I only stayed for

about 15 minutes and there was nothing going on there that indicated that there was any riot and somebody in your school made that remark to the students.

I'm here because I'm very much concerned about this young man Ricky Lions. He extended me an invitation in good faith and he works for students now and if he is going to be intimidated, I as a board member since he invited me should make it my concern. I should not just leave him hanging out there.

Mr. Rosenfield, in connection with that I would like to ask you a question which you may feel free not to answer.

MR. ROSENFELD: Before you ask me a question I'd like it to go on record stating that Ricky Lions is one of the students that I chose for my Ward III Citizen Advisory Council. He is in the process with other students picking the other 17 students from our junior and senior high schools. They will pick their own chairman and they will participate with my executive committee in Ward III on an equal level. So as far as I know, Ricky Lions is with now and Ricky Lion represents a point of view in my Advisory as welcome.

MR. ZEVIN: I am sorry I simply had not heard either of these things and my relation with Ricky Lions I think are about as good as yours.

MR. HOBSON: I have no right to ask you any questions, Mr. Rosenfield you understand that? But I also was under the impression that you had called Ricky Lions, spent an hour with him trying to stop him from associating with this whole student movement, is that correct?

MR. ROSENFELD: I tried to stop him?

MR. HOBSON: Yes that you advised him not to associate with the student hour--whatever it is.

MR. ROSENFELD: I tell you what, suppose I answer the question in front of Ricky Lions? If I felt that way I wouldn't have chosen him for my Citizen Advisory Council. It was my choice.

MR. HOBSON: Mr. Zevin as far as you know body in your school in any official capacity has spoken to Mr. Lions regarding his invitation affecting his College recommendations; and you have no knowledge of this?

MR. ZEVIN: I didn't speak to him and I have no knowledge of anyone else, I am aware of the fact that there was a conference that was held at my direction between Ricky and whoever it was to settle the time of the meeting. We had a four hour block time in two days and I said to the studentbody lets use this anyway you see fit. The sophomore wanted to use part of that time for this section and the decision had to be made and I was away that day so I left it in the hands of my Assistant; the timing of it, nothing else. As you know Mr. Hobson you have been invited to Western before and I sat and listened to your presentations, spoke to you about that.

MR. HOBSON: So my two main points as far as you are concerned is one-you know about nobody calling the police and two -you know of no attempts of nobody trying to intimidate a student?
Now I'd like to ask you this; you don't have to answer. Are you aware Mr. Zevin, that the Student Proposal as put before the Board has been passed and are now the law? The question of dress codes --well maybe Mrs. Williamson or whoever it should give you this information-- that it has passed the Board of Education and that it has oked it in total the student's demands.

MR. ZEVIN: One of the things i felt was confusing to the students yesterday and maybe it would be settled at an upper, at the highest echelon. You remember, the question that was asked of you as to whether a teacher could say that it wasn't passed and you said a teacher could not, why don't you go directly to the source for the information? The fact is, the information came from Mrs. Williamson and not from a teacher and the confusion arosed because of these set of circumstances. On the day when the Board passed the resolution which were before it, which had to do with curriculum studies, Mrs. Williamson told us later as we tried to clarify that these were only things that had been passed and including them was the one on PE, and that was in the group. The following Monday, I guess it was,

a group of students was to meet with a Board Committee to clarify that situation because the youngsters had thought when they were up here that night, because the term had been used constantly by Board Members "A Bill of Rights" that it was actually the Bill of Rights the Modern Strivers had presented and Mrs. Williamson information to us that only the curriculum materials had been passed by the Board and those items that included dress codes among, I think, seven items had never acted upon by the Board.

MR. HOBSON: Mr. Chairman were you aware of any Board acting on any dress codes?

Rev. COATES: No I haven't.

Mr. HOBSON: I'm not either.

MR. ZEVIN: All I'm talking about is the items dealing with PE (Mr. Hobson asked that they make available to Mr. Zevin what was passed by the Board) I'm quite aware of what they were, but they did not include dress codes. One of the things, as a result, was that I put the dress codes in obedience pending of clarification by the Board of Education and this is the situation at Western now.

MR. HOBSON: Well, the Board of Education as far as I know, and I maybe I missed it/has done nothing on dress codes.

MR. ZEVIN: That's the way our kids understand it, there's been nothing done about dress codes by the Board, or any of the other items that was on that separate sheet.

Mr. HOBSON: Now I'd like to ask you a couple other questions Mr. Zevin regarding the questionnaire that the Board of Education sent out through Mr. Boyd, you've answered that, haven't you?

MR. ZEVIN: Yes sir, everything that's asked of us that comes from different departments.

MR. HOBSON: No you don't recall, I'm sure, making any statement to the effect that we could ignore the forms, that this information is in or requested in and that it's confidential?

MR. ZEVIN: There are two things, now things are beginning to come back to me, you remember that the information that came to us came in a form of a covered letter, I think it was a

memorandum; the same thing you brought down to yesterday. This was not the request for information. The request for information came from different school departments to us, for instance, the curriculum material we were return to Mrs. Lewis' Office, some other material were to be returned to Mr. Boyd's Office, etc. We were instructed to make copies of this information available to teachers. I put a copy of the report on the bulletin board, 5 copies in the library and I commented at the--and some of the teachers misunderstood that they were to take these forms and answer them just like that and my comment at a faculty meeting was to the affect that ~~no~~ that was only an information copy and the information itself was going to be handled through the office in the way that it is handled. Sometime later, the Union Council asked me for a copy of the reports that I was turning in. I called Mr. Rhodes's Office and was told to tell them that this information could not be given to the Union in that form and that they would have to get by coming to the next higher echelon and that's the extent to which the mater was discussed. I tend to recent that the mis-statement facts that come out of Western.

MR. HOBSON:

Let me make it clear for the benefit of those concerned Mr. Zevin, frankly, I think the whole D. C. School System is lowsy. There is nothing to be taken away from Western. Western is in need of everything. I'm not interested in bothering any single school. I'm interested in raising the level of education in all of the schools, I'm interested in doing something about the schools over there that are lower than these over here; now I don't want to ~~withhold~~, take away, intimidate, interfere with. Now I never called a principal since I've been in the District of Columbia alone since I've been on the Board of Education, to ask him any questions, I've never called a teacher to ask her any questions. Teachers have volunteered information, students have volunteered information and I'm not in the process as far as I am concerned on the Board of Education, of doing anything to anybody. I'm interested in raising the level of education now if there is someone standing in the light, I'm interested in moving that person out of the light if the facts indicate that that person is standing in the light.

I think this is very essential to make this statement because the Ward III-- I think this is the attitude of a lot of people in Ward III that Hobson wants to destroy Wilson. I've never been to Wilson, and have no intention of going to Wilson. I'm interested in the statistics on Wilson. What do the data show, how does Wilson measure up with Dunbar. Not break down Wilson, but try to bring Dunbar up to Wilson and move the whole dam thing forward. I'm very unhappy about the innuendos, about the personality and about the people calling me from all these schools. This is the first time in my history I've ever had to deal in personalities and its out of my element. So I wish you could go back to your school and have it made very plan to the people there, all I'm interested in is education. I'm not interested in who gets drunk or who does what.

MR. ROSENFELD: I'm interested in your statement and I'm very glad you made it but it doesn't tie in sometimes with some of the past statements you have made and I'll tell you why. Certainly I think that you are an educated man, that you don't want to lower the common denominator, what you are trying to do is raise the achievement level, you understand, without restraining children who are highly motivated to make a real society. Now,-----

MR. HOBSON: Now don't but words in my mouth, **you** make your point.

MR. ROSENFELD: This is the impression I hope that you have given to me at times, but then on the other hand, when a youngster can get up in an assembly and quote you word for word about a statement that you made it public about the "crackers west of Rock Creek Park"

MR. HOBSON: There are "crackers west of Rock Creek Park", they speared my car with mustard and nigger go home, remember that?

MR. ROSENFELD: No I don't and I'll tell you why, I'll take an oath on the Bible that I never heard once anything happening of that nature. But I'll tell this I do no this that some of your friends sent out a Blue Sheet stating that I formulated a policy to punish the poor and the black and it's a dirty, filthy lie. My point is this, I'll be glad to anytime to go to Wilson in an assembly with you and if you will repeat what you said there, I'll shake hands there on the stage--I'm interested in unity and building a better education system.

- MR. HOBSON: I'm not so interested in shaking hands as I am in raising quality education, it doesn't matter how we feel about each other. I'll make statements at the schools when the time comes but not make a trip over there so we can confirm or deny anything. I made the statement that there are "crackers west of Rock Creek Park"
- MR. ROSENFELD: A child picked the phone up and called a Board Member a Cracker. Where did she get it from?
- MR. HOBSON: Think she got from me; think she never heard it before?
- MR. ROSENFELD: They heard it at a Board Meeting.
- MR. HOBSON: There are races west of Rock Creek Park:
- MR. ROSENFELD: There are white races and black races, and don't you ever forget that.
- MR. HOBSON: Now let me finish with Mr. Zevins: Mr. Zevins I'd like to ask you a questions on the WISE Program. Did you recall introducing a motion in any meeting to the affect that a simple explanation should be attached to the WISE proposal so that the people on the District of Columbia Board of Education could understand it? In other words the WISE proposal is presented under one TITLE III to the District Advisory Board, is it not? So you got one proposal going down there. Therefore, did you make a motion that another explanation be gotten up for the benefit of the District of Columbia?
- MR. ZEVIN: Mr. Hobson, I'll try to answer that the best I can remember, because it doesn't say what meeting and I have attended three or four WISE meetings, but I do want to answer because it a part of a whole picture. There are a small groups of teachers at Western who have fought the WISE Program since day one and they have felt that they could use as their best instrument feeding information and mis-information to you. I have a letter in my possession and I hope you have a copy because a copy was marked as going to you, complaining about my role as principal in the building.
- MR. HOBSON: You know what I did with that letter? I put it in the trash.
- MR. ZEVIN: Then why don't you do the same thing with this other stuff that comes from this woman?
- MR. HOBSON: This doesn't come from the same woman.
- MR. ZEVIN: You know as far as I can tell for $2\frac{1}{2}$ years this same dribble has been coming through and years before that and the single item at Western that's caused the greatest amount of problems. When the WISE Proposal was presented at

the next to the last Board Policy Ward Meeting, it was general consensus that it was poorly written and the proposal was sent back to a committee to be re-written so that everybody could understand it. One of the major concern is the same item that I spoke to you about on the stage and that a fact that in terms of school populations, Western has 1486 students now. 387 come from West of Rock Creek Park. So we see ourselves as a real city school as you say we have all the same problems. I think we have things at Western that nobody can take away in terms of attitudes and spirit.

We hope that you understand that we see Western as as a completely urban school, with the advantages of a mix that no other school has. But the predominantly population (3/4 of it) comes from east of Rock Creek Park and for this reason, we are in the oldest building in the city and we need all the help we can get and I think that we tend to be a little more forward than most other schools in terms of change. The thing I find is that these efforts to change are often stymied because of the time I spend downtown answering questions that come from rumors and generally get traced back to a small group of people who, as far as I'm concerned is totally irresponsible.

MR. HOBSON:

Well the only things I wanted to talk to you about in front of the Superintendent is one was the question of Ricky Lions and how he is being treated at Western, whether or not he is being intimidated. The other who, if anybody, called the police to me yesterday. That's all I'm interested in. The rest of this you can through in the trash.

I've asked Mrs. Williamson who is now trying to : from the 7th Precint who called the police, whether anyone did call the police, whether there were two police cars and when she comes back I'll be through.

In fact, the normal procedure and I hope they use it on me is to put a ticket on the car when it's parked illegally, not to come get the driver out of an assembly when he is speaking or come get his keys. I recent them doing my car any different from any other car. I'd rather pay the ticket.

MR. COATES: There is a lot here that's difficult to commend on since we don't have collaborating testimony from others, but I would share concern at the point where there seems to be some indication that the student, I find it difficult to understand why its true that a student had to spend two hours with the Assistant Principal with a matter of an assembly schedule.

But I think that kind of question ought to be answered if a -- I'd like to point out that a board member doesn't need the invitation, but a member student council invites a board member is responded by suggestion that it will affect his college recommendations -----

MR. HOBSON: I'd like to get that clarified.

MR. ROSENFELD: I also think that its important that a Board Member does have a certain amount of respect in the schools, I think calling him a cracker who refuses to come, which is a lie in the first place, but if it wasn't a lie you still don't refer to a Board Member as a cracker and I recent that and I hope that I will get an answer for that because it is not the way we ought to allow the children to address a student body using that kind of language.

MR. HOBSON: I don't mind them calling -- they can call me anything they can call me nigger, anything, it doesn't matter. That's unimportant. But I'm very concerned about Mr. Lions and what's going to happen to him. So Mr. Zevin if you could without taking too much of your time, let me know, maybe we could sit down and talk to the people who talked to Mr. Lions and find out whether or not they did hold him a couple of hours. Because I think if they did, that's pretty bad.

MR. ZEVIN: I agree with you on both things, and not because it's Mr. Hobson but because it's the way I operate. I have been very very careful not to call the police over the years for anything, I think it's the worst possible way to handle a situation, and I think because of this we have relatively low -- in the way of problems. We wouldn't have had any problems if a teacher hadn't gotten on the phone and called the press. That's one thing, and the second thing is I would not tolerate for a minute anybody making comments about college recommendations to any youngster on that basis and if I find out who did it somebody is going to get chewed. I have a totally new administrative staff, there is no one on my assistant principal's list that have been there longer than September, I'm not completely happy with the work some of them are doing and when this kind of thing happens it will go on the record.

MR. HOBSON: I am certainly interested in protecting the student and I'm going to make a public announcement to be careful not to extend their invitation to me because I don't want this to happen to students, when I get ready to see a school I'll go see it. You see students are helpless, and you mess them up down the road, 2 years later you never know what happened to them. I really am worried about this boy, he is a great young man and I have recently met him, he is talented. I think he is probably one of the brightest students in this city. I think he has a social consciousness I don't think

he should be punished for it. If he is president of the sophomore class, then that's his prerogative to invite a board member and somebody should have said ok when the time come and here is the time you can invite him, period. I'd like further clarification from the Assistant Principal.

MR. ZEVIN: This was done.

MR. HOBSON: Another final point which prompted this meeting, I'd like to know, maybe the policemen came to protect the candy money, if they say that fine. I really like to know the reason for two squad cars of policemen and a plain-clothes car of cops were at Western yesterday while I was speaking.

MR. ZEVIN: As I said I knew nothing about it until you said it just now.

MR. HENLEY: I hope that you don't find it necessary to say to the students that they are not to invite anybody.

MR. HOBSON: No, I said me.

MR. HENLEY: Even you, if you are just talking about yourself because it implies that you are unwelcome, I think it does say something to the community to our reaction to the invitation. It will imply that somebody feel that you are welcome. I hope that we can clear this up through the investigation that Mr. Zevin makes.

MR. HOBSON: Well, I certainly will wait and find out because I am really concerned about this.

REV. COATES: Are the students going to be here.

MR. HOBSON: I thought maybe it was best not to involve those students because I didn't get their parents permission and I don't have a right to ask any students to come down here. Now the parents or principal somebody that has them in their jurisdiction wants to bring them to me fine, but I don't think good idea for me to call a student to tell him to come down.

REV. COATES: I know we talked about that, but I didn't know.

MR. HOBSON: At first I was going to ask the student to come but I had second thoughts about that.

I just wanted to find out about some information on those two points Mr. Zevin and the rest of that stuff you just forget that I asked.

MR. ZEVIN: I get it to you.

March 21, 1969

MEETING with
Rev. Coates
Mr. Hobson
Mr. Rosenfield
Dr. Manning
Mr. Henley
Mr. Zevin

MR. ROSENFELD: I received a call from Libby Newman, asking me if I would like to speak at an assembly? I said, "You know what I would like to do first, I would like to meet with your student representatives at you convenience and let's have an informal chat and then we will have an assembly". She said, well that's fine. We set the date and on Monday evening she canceled it. Her father put her on the phone, and I'm going to write him a letter, too. I recent that falsehood stated there.

It was stated by the young lady at the 7th precinct the other night the fact that Mr. Rosenfield refuses to come to Western High School. They called me about it and I said how in the hell can that be true when they canceled it themselves.

MR. ZEVIN: I am not responsible for any questions stated by students. Mr. Hobson remember too, that my parting remarks to the students was that we were going to invite many more people and that many of them will differ with him and his points of view.

MR. HOBSON: Well, the only thing that disturbed me Mr. Zevin, in fact a number of things that disturbed me, but the one that I'm concerned about is the one that the police, I want to clarify. I think somebody called the police. You don't have any knowledge of this? But I don't think it is normal for two police cars and a plain-clothed car to hang around the school like that while a member of the Board of Education is speaking. Too, it was a rumor that I had started a riot at Eastern. I've never started a riot at Eastern. If I wanted to start a riot I would start it in a place where it can be finished, not at Eastern. I was at Eastern once, when the "Students for Education Now" met. I only stayed for

about 15 minutes and there was nothing going on there that indicated that there was any riot and somebody in your school made that remark to the students.

I'm here because I'm very much concerned about this young man Ricky Lions. He extended me an invitation in good faith and he works for students now and if he is going to be intimidated, I as a board member since he invited me should make it my concern. I should not just leave him hanging out there.

Mr. Rosenfield, in connection with that I would like to ask you a question which you may feel free not to answer.

MR. ROSENFELD: Before you ask me a question I'd like it to go on record stating that Ricky Lions is one of the students that I chose for my Ward III Citizen Advisory Council. He is in the process with other students picking the other 17 students from our junior and senior high schools. They will pick their own chairman and they will participate with my executive committee in Ward III on an equal level. So as far as I know, Ricky Lions is with now and Ricky Lion represents a point of view in my Advisory as welcome.

MR. ZEVIN: I am sorry I simply had not heard either of these things and my relation with Ricky Lions I think are about as good as yours.

MR. HOBSON: I have no right to ask you any questions, Mr. Rosenfield you understand that? But I also was under the impression that you had called Ricky Lions, spent an hour with him trying to stop him from associating with this whole student movement, is that correct?

MR. ROSENFELD: I tried to stop him?

MR. HOBSON: Yes that you advised him not to associate with the student hour--whatever it is.

MR. ROSENFELD: I tell you what, suppose I answer the question in front of Ricky Lions? If I felt that way I wouldn't have chosen him for my Citizen Advisory Council. It was my choice.

- MR. HOBSON: Mr. Zevin as far as you know body in your school in any official capacity has spoken to Mr. Lions regarding his invitation affecting his College recommendations; and you have no knowledge of this?
- MR. ZEVIN: I didn't speak to him and I have no knowledge of anyone else, I am aware of the fact that there was a conference that was held at my direction between Ricky and whoever it was to settle the time of the meeting. We had a four hour block time in two days and I said to the studentbody lets use this anyway you see fit. The sophomore wanted to use part of that time for this section and the decision had to be made and I was away that day so I left it in the hands of my Assistant; the timing of it, nothing else. As you know Mr. Hobson you have been invited to Western before and I sat and listened to your presentations, spoke to you about that.
- MR. HOBSON: So my two main points as far as you are concerned is one-you know about nobody calling the police and two -you know of no attempts of nobody trying to intimidate a student?
Now I'd like to ask you this; you don't have to answer. Are you aware Mr. Zevin, that the Student Proposal as put before the Board has been passed and are now the law? The question of dress codes --well maybe Mrs. Williamson or whoever it should give you this information-- that it has passed the Board of Education and that it has oked it in total the student's demands.
- MR. ZEVIN: One of the things i felt was confusing to the students yesterday and maybe it would be settled at an upper, at the highest echelon. You remember, the question that was asked of you as to whether a teacher could say that it wasn't passed and you said a teacher could not, why don't you go directly to the source for the information? The fact is, the information came from Mrs. Williamson and not from a teacher and the confusion arosed because of these set of circumstances. On the day when the Board passed the resolution which were before it, which had to do with curriculum studies, Mrs. Williamson told us later as we tried to clarify that these were only things that had been passed and including them was the one on PE, and that was in the group. The following Monday, I guess it was,

a group of students was to meet with a Board Committee to clarify that situation because the youngsters had thought when they were up here that night, because the term had been used constantly by Board Members "A Bill of Rights" that it was actually the Bill of Rights the Modern Strivers had presented and Mrs. Williamson information to us that only the curriculum materials had been passed by the Board and those items that included dress codes among, I think, seven items had never acted upon by the Board.

MR. HOBSON: Mr. Chairman were you aware of any Board acting on any dress codes?

Rev. COATES: No I haven't.

Mr. HOBSON: I'm not either.

MR. ZEVIN: All I'm talking about is the items dealing with PE (Mr. Hobson asked that they make available to Mr. Zevin what was passed by the Board) I'm quite aware of what they were, but they did not include dress codes. One of the things, as a result, was that I put the dress codes in obedience pending of clarification by the Board of Education and this is the situation at Western now.

MR. HOBSON: Well, the Board of Education as far as I know, and I maybe I missed it, has done nothing on dress codes.

MR. ZEVIN: That's the way our kids understand it, there's been nothing done about dress codes by the Board, or any of the other items that was on that separate sheet.

Mr. HOBSON: Now I'd like to ask you a couple other questions Mr. Zevin regarding the questionnaire that the Board of Education sent out through Mr. Boyd, you've answered that, haven't you?

MR. ZEVIN: Yes sir, everything that's asked of us that comes from different departments.

MR. HOBSON: No you don't recall, I'm sure, making any statement to the effect that we could ignore the forms, that this information is in or requested in and that it's confidential?

MR. ZEVIN: There are two things, now things are beginning to come back to me, you remember that the information that came to us came in a form of a covered letter, I think it was a

memorandum; the same thing you brought down to yesterday. This was not the request for information. The request for information came from different school departments to us, for instance, the curriculum material we were return to Mrs. Lewis' Office, some other material were to be returned to Mr. Boyd's Office, etc. We were instructed to make copies of this information available to teachers. I put a copy of the report on the bulletin board, 5 copies in the library and I commented at the--and some of the teachers misunderstood that they were to take these forms and answer them just like that and my comment at a faculty meeting was to the affect that no that was only an information copy and the information itself was going to be handled through the office in the way that it is handled. Sometime later, the Union Council asked me for a copy of the reports that I was turning in. I called Mr. Rhodes's Office and was told to tell them that this information could not be given to the Union in that form and that they would have to get by coming to the next higher echelon and that's the extent to which the mater was discussed. I tend to recent that the mis-statement facts that come out of Western.

MR. HOBSON:

Let me make it clear for the benefit of those concerned Mr. Zevin, frankly, I think the whole D. C. School System is lowsy. There is nothing to be taken away from Western. Western is in need of everything. I'm not interested in bothering any single school. I'm interested in raising the level of education in all of the schools, I'm interested in doing something about the schools over there that are lower than these over here; now I don't want to ~~withhold~~, take away, intimidate, interfere with. Now I never called a principal since I've been in the District of Columbia alone since I've been on the Board of Education, to ask him any questions, I've never called a teacher to ask her any questions. Teachers have volunteered information, students have volunteered information and I'm not in the process as far as I am concerned on the Board of Education, of doing anything to anybody. I'm interested in raising the level of education now if there is someone standing in the light, I'm interested in moving that person out of the light if the facts indicate that that person is standing in the light.

I think this is very essential to make this statement because the Ward III-- I think this is the attitude of a lot of people in Ward III that Hobson wants to destroy Wilson. I've never been to Wilson, and have no intention of going to Wilson. I'm interested in the statistics on Wilson. What do the data show, how does Wilson measure up with Dunbar. Not break down Wilson, but try to bring Dunbar up to Wilson and move the whole dam thing forward. I'm very unhappy about the innuendos, about the personality and about the people calling me from all these schools. This is the first time in my history I've ever had to deal in personalities and its out of my element. So I wish you could go back to your school and have it made very plain to the people there, all I'm interested in is education. I'm not interested in who gets drunk or who does what.

MR. ROSENFELD: I'm interested in your statement and I'm very glad you made it but it doesn't tie in sometimes with some of the past statements you have made and I'll tell you why. Certainly I think that you are an educated man, that you don't want to lower the common denominator, what you are trying to do is raise the achievement level, you understand, without restraining children who are highly motivated to make a real society. Now,-----

MR. HOBSON: Now don't put words in my mouth, you make your point.

MR. ROSENFELD: This is the impression I hope that you have given to me at times, but then on the other hand, when a youngster can get up in an assembly and quote you word for word about a statement that you made it public about the "crackers west of Rock Creek Park."

MR. HOBSON: There are "crackers west of Rock Creek Park", they speared my car with mustard and nigger go home, remember that?

MR. ROSENFELD: No I don't and I'll tell you why, I'll take an oath on the Bible that I never heard once anything happening of that nature. But I'll tell this I do not this that some of your friends sent out a Blue Sheet stating that I formulated a policy to punish the poor and the black and it's a dirty, filthy lie. My point is this, I'll be glad to anytime to go to Wilson in an assembly with you and if you will repeat what you said there, I'll shake hands there on the stage--I'm interested in unity and building a better education system.

- MR. HOBSON: I'm not so interested in shaking hands as I am in raising quality education, it doesn't matter how we feel about each other. I'll make statements at the schools when the time comes but not make a trip over there so we can confirm or deny anything. I made the statement that there are "crackers west of Rock Creek Park"
- MR. ROSENFELD: A child picked the phone up and called a Board Member a Cracker. Where did she get it from?
- MR. HOBSON: Think she got from me; think she never heard it before?
- MR. ROSENFELD: They heard it at a Board Meeting.
- MR. HOBSON: There are races west of Rock Creek Park:
- MR. ROSENFELD: There are white races and black races, and don't you ever forget that.
- MR. HOBSON: Now let me finish with Mr. Zevins: Mr. Zevins I'd like to ask you a questions on the WISE Program. Did you recall introducing a motion in any meeting to the affect that a simple explanation should be attached to the WISE proposal so that the people on the District of Columbia Board of Education could understand it? In other words the WISE proposal is presented under one TITLE III to the District Advisory Board, is it not? So you got one proposal going down there. Therefore, did you make a motion that another explanation be gotten up for the benefit of the District of Columbia?
- MR. ZEVIN: Mr. Hobson, I'll try to answer that the best I can remember, because it doesn't say what meeting and I have attended three or four WISE meetings, but I do want to answer because it a part of a whole picture. There are a small groups of teachers at Western who have fought the WISE Program since day one and they have felt that they could use as their best instrument feeding information and mis-information to you. I have a letter in my possession and I hope you have a copy because a copy was marked as going to you, complaining about my role as principal in the building.
- MR. HOBSON: You know what I did with that letter? I put it in the trash.
- MR. ZEVIN: Then why don't you do the same thing with this other stuff that comes from this woman?
- MR. HOBSON: This doesn't come from the same woman.
- MR. ZEVIN: You know as far as I can tell for $2\frac{1}{2}$ years this same dribble has been coming through and years before that and the single item at Western that's caused the greatest amount of problems. When the WISE Proposal was presented at

the next to the last Board Policy Ward Meeting, it was general consensus that it was poorly written and the proposal was sent back to a committee to be re-written so that everybody could understand it. One of the major concern is the same item that I spoke to you about on the stage and that a fact that in terms of school populations, Western has 1486 students now. 387 come from West of Rock Creek Park. So we see ourselves as a real city school as you say we have all the same problems. I think we have things at Western that no body can take away in terms of attitudes and spirit.

We hope that you understand that we see Western as as a completely urban school, with the advantages of a mix that no other school has. But the predominantly population (3/4 of it) comes from east of Rock Creek Park and for this reason, we are in the oldest building in the city and we need all the help we can get and I think that we tend to be a little more forward than most other schools in terms of change. The thing I find is that these efforts to change are often stymied because of the time I spend downtown answering questions that come from rumors and generally get traced back to a small group of people who, as far as I'm concerned is totally irresponsible.

MR. HOBSON:

Well the only things I wanted to talk to you about in front of the Superintendent is one was the question of Ricky Lions and how he is being treated at Western, whether or not he is being intimidated. The other who, if anybody, called the police to me yesterday. That's all I'm interested in. The rest of this you can through in the trash.

I've asked Mrs. Williamson who is now trying to : from the 7th Precint who called the police, whether anyone did call the police, whether there were two police cars and when she comes back I'll be through.

In fact, the normal procedure and I hope they use it on me is to put a ticket on the car when it's parked illegally, not to come get the driver out of an assembly when he is speaking or come get his keys. I recent them doing my car any different from any other car. I'd rather pay the ticket.

MR. COATES: There is a lot here that's difficult to commend on since we don't have collaborating testimony from others, but I would share concern at the point where there seems to be some indication that the student, I find it difficult to understand why its true that a student had to spend two hours with the Assistant Principal with a matter of an assembly schedule.

But I think that kind of question ought to be answered if a -- I'd like to point out that a board member doesn't need the invitation, but a member student council invites a board member is responded by suggestion that it will affect his college recommendations -----

MR. HOBSON: I'd like to get that clarified.

MR. ROSENFELD: I also think that its important that a Board Member does have a certain amount of respect in the schools, I think calling him a cracker who refuses to come, which is a lie in the first place, but if it wasn't a lie you still don't refer to a Board Member as a cracker and I recent that and I hope that I will get an answer for that because it is not the way we ought to allow the children to address a student body using that kind of language.

MR. HOBSON: I don't mind them calling -- they can call me anything they can call me nigger, anything, it doesn't matter. That's unimportant. But I'm very concerned about Mr. Lions and what's going to happen to him. So Mr. Zevin if you could without taking too much of your time, let me know, maybe we could sit down and talk to the people who talked to Mr. Lions and find out whether or not they did hold him a couple of hours. Because I think if they did, that's pretty bad.

MR. ZEVIN: I agree with you on both things, and not because it's Mr. Hobson but because it's the way I operate. I have been very very careful not to call the police over the years for anything, I think its the worst possible way to handle a situation, and I think because of this we have relatively low -- in the way of problems. We wouldn't have had any problems if a teacher hadn't gotten on the phone and called the press. That's one thing, and the second thing is I would not tolerate for a minute anybody making comments about college recommendations to any youngster on that basis and if I find out who did it somebody is going to get chewed. I have a totally new administrative staff, there is no one on my assistant principal's list that have been there longer than September, I'm not completely happy with the work some of them are doing and when this kind of thing happens it will go on the record.

MR. HOBSON: I am certainly interested in protecting the student and I'm going to make a public announcement to be careful not to extend their invitation to me because I don't want this to happen to students, when I get ready to see a school I'll go see it. You see students are helpless, and you mess them up down the road, 2 years later you never know what happened to them. I really am worried about this boy, he is a great young man and I have recently met him, he is talented. I think he is probably one of the brightest students in this city. I think he has a social consciousness I don't think

he should be punished for it. If he is president of the sophomore class, then that's his prerogative to invite a board member and somebody should have said ok when the time come and here is the time you can invite him, period. I'd like further clarification from the Assistant Principal.

MR. ZEVIN: This was done.

MR. HOBSON: Another final point which prompted this meeting, I'd like to know, maybe the policemen came to protect the candy money, if they say that fine. I really like to know the reason for two squad cars of policemen and a plain-clothes car of cops were at Western yesterday while I was speaking.

MR. ZEVIN: As I said I knew nothing about it until you said it just now.

MR. HENLEY: I hope that you don't find it necessary to say to the students that they are not to invite anybody.

MR. HOBSON: No, I said me.

MR. HENLEY: Even you, if you are just talking about yourself because it implies that you are unwelcome, I think it does say something to the community to our reaction to the invitation. It will imply that somebody feel that you are welcome. I hope that we can clear this up through the investigation that Mr. Zevin makes.

MR. HOBSON: Well, I certainly will wait and find out because I am really concerned about this.

REV. COATES: Are the students going to be here.

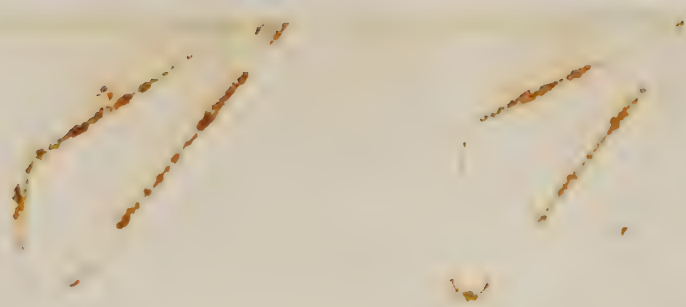
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REV. COATES: I know we talked about that, but I didn't know.

MR. HOBSON: At first I was going to ask the student to come but I had second thoughts about that.

I just wanted to find out about some information on those two points Mr. Zevin and the rest of that stuff you just forget that I asked.

MR. ZEVIN: I get it to you.



Takoma Parent-Teacher Association

Washington, D.C. 20012

Takoma

4-15

4-14-1

14 April 1969

Mr. Julius Hobson
300 M Street, S. W.
Washington, D. C.

Dear Mr. Hobson:

Please accept our appreciation for your energetic efforts on behalf of the battle for a meaningful, adequate school for the Takoma Area. As you fully realize, this decision of support for Takoma has ramifications throughout the city, and we congratulate you on your far-sightedness in taking a step of this importance.

Your creative work contributed to our current success and we thank you.

Sincerely,

Dan

DS:wg

Daniel Safran, President
Takoma Elementary School
Parent-Teacher Association

P.S. Thank you, in addition, for providing an additional spark necessary for action in our community. Please call upon us for support in your many city wide efforts on behalf of quality education. Dan

TAKOMA ELEMENTARY SCHOOL PTA
Piney Branch Road and Dahlia St. N.W.
Washington, D.C. 20012
Daniel Safran, President
291-5916

NEIGHBORS, INC.
6400 Georgia Avenue, N.W.
Washington, D.C. 20012
726-3454

March 17, 1969

STOP CONSTRUCTION OF THE "NEW" TAKOMA ELEMENTARY SCHOOL

CONSTRUCTION MUST BE STOPPED NOW BECAUSE: That is the only way the plans for the "new" school and those for the Addition can be fully investigated. A full investigation is needed because throughout the two years of planning for the "new" school the plan was for a structure that would allow for a 4th floor to be added. (This is easily documented in the Board of Education's budget material as well as in the testimony of Granville Woodson, Assistant Superintendent of Schools In Charge of Buildings and Grounds, before Congress.) NOW, HOWEVER, Mr. Woodson says that the new building will not support a 4th floor and that the Addition will have to be built on the playground which is already substandard in size according to the Board of Education's own standards. What went wrong? Did Mr. Woodson knowingly mislead the Board of Education, the Congress and the Takoma (D.C.) community? Did the architect do a faulty job? THE FACTS MUST BE KNOWN. A FULL INVESTIGATION MUST BE HELD.

WHAT IS THE CURRENT STATUS OF THE "NEW" SCHOOL? As of this date, the site is being cleared but actual construction has not begun. There is still time for the new, elected Board of Education and Mayor Washington to act - by stopping construction and conducting a full investigation.

WHAT IS THE CURRENT STATUS OF THE ADDITION? Mr. Woodson has requested funds for the Addition - \$80,000 for planning and \$800,000 for construction - in amendments to the Fiscal 1970 Capital Outlay budget (project # 10-282). These items are currently pending before the D.C. City Council. In testimony to the Council on Saturday, March 15, the Takoma PTA and Neighbors, Inc. requested that the Council delete these budget items pending a full investigation.

WHY IS AN ADDITION BEING PLANNED FOR A NEW SCHOOL THAT HASN'T EVEN BEEN BUILT YET? That's a good question, one to which the PTA and Neighbors, Inc. haven't been able to get a satisfactory answer. It's a question the Board of Education, the City Council and Congressional Committees should also ask Mr. Woodson. The "new" school will cost \$1.4 for construction; the Addition will cost more than half that amount, at \$800,000. What went wrong here? This is another aspect of the plans for the "new" school and Addition which urgently needs to be investigated. Fully two years ago the PTA urged Mr. Woodson and the Board of Education to build a single building of adequate size.

ARE TAKOMA PARENTS WILLING TO WAIT FOR A NEW SCHOOL WHILE AN INVESTIGATION IS HELD? Yes, because the existing Takoma Elementary School is not severely over crowded. Takoma parents have repeatedly gone on record as willing to wait several more years in order to get a modern, well-designed, adequate-sized school.

March 17, 1969

ARE TAKOMA PARENTS ASKING FOR ANY SPECIAL FAVORS? No; everything the Takoma parents are asking for in connection with their new school they also support for the entire city of Washington, including (1) modern, well-designed schools to meet the educational and community needs for the decades the building will serve, (2) a complete overhaul of the rigid, tangled, bureaucratic school planning procedures, and (3) meaningful community participation in the whole school planning process.

As a matter of fact, the efforts of the Takoma parents have already helped bring about some important city-wide changes, specifically the "Policy for Community Participation in School Site Selection and School Design" adopted on March 20, 1968 by the Board of Education; and the "Guidelines for New Concepts for the Design of Future School Projects" issued by Granville Woodson on February 7, 1969. The irony of the matter is that neither of those changes came in time to affect the "new" Takoma school as things now stand. Takoma parents are in the position of "winning the war but losing the battle."

The stopping of construction on the "new" Takoma school will also have significant city-wide implications. It can serve as a demonstration that Washington can have modern, well-designed schools, actually costing less than the "cracker box" schools now being built in the District. On a city-wide basis the savings could run into the tens of millions of dollars! It can be a demonstration that the new, elected Board of Education is willing and able to correct the mistakes of the old Board and that the new Board is capable of standing up to Mr. Woodson. It can demonstrate that Mayor Washington is willing to cooperate with the elected Board of Education in the best interests of the District's school children. The stopping of construction combined with a thorough investigation of the Takoma situation can serve as the springboard for a much-needed revision of D.C. school building procedures.

WILL STOPPING CONSTRUCTION CAUSE INCREASED COSTS FOR A REALLY NEW TAKOMA SCHOOL?

No. For the total costs of the "new" school plus the addition - \$2.28 million (excluding site and equipment costs and the \$102,000 planning money already spent for the "new" school) - a single, well-designed school can be built on the site which has already been acquired. This is so because well-designed schools actually cost much less to build. For instance, the design of the "new" Takoma school wastes about 18% of the floor space on corridors.

Under the present plans construction costs alone for the "new" school and Addition will amount to \$2.2 million for a capacity of 919 pupils. In contrast, a three-story, round school with a capacity of 950 opened this year in Louisville, Ky. which cost \$1.3 million to build!

The "new" Takoma school and Addition will cost \$2,393 on a per-pupil basis, for construction. Yet, in 1968 Montgomery County, Md., bid 5 elementary schools at average per-pupil costs of between \$1,329 and \$1,537!

WHAT IS WRONG WITH THE DESIGN OF THE "NEW" TAKOMA SCHOOL? The so-called design is fundamentally archaic, being little more than a series of box-like classrooms strung out along long corridors. As a result of pressure by the PTA and Neighbors, Inc. some modifications were made - the adding of bathrooms on the first floor, air conditioning, and others. Mr. Woodson's attempt to provide flexibility consisted

largely of an all-purpose room, a multi-purpose room (both discussed below) and installing folding partitions between pairs of otherwise unchanged classrooms. However, the basic design is so rigid and educationally contra-functional that no amount of modifications can result in a modern, well-designed school, with the flexibility to enable it to adapt to the new teaching methods sure to be in use during the building's expected 40-year service life.

Further, we know what is wrong with the design of the "new" Takoma school because it has, in effect, already been built! Members of the Takoma community and school staff recently visited four newly opened District elementary schools - Clark, Emery, Blow-Pierce, and Savoy. What we discovered was that THE PLANS FOR THOSE FOUR SCHOOLS AND THE "NEW" TAKOMA SCHOOL ARE IDENTICAL IN ALMOST EVERY DETAIL BUT EACH SCHOOL WAS DESIGNED BY A DIFFERENT ARCHITECT! Each school has a 3-story wing housing classrooms, a corridor-entryway joining an all-purpose room. The main office suites are identically inconvenient as are the health suites which are a source of complaints in each of the schools.

Other major deficiencies in these four recently built D.C. Elementary schools - all of which will be repeated in the "new" Takoma school as it is now planned - are:

1. All-purpose room - although supposed to serve as cafeteria, gymnasium, music room and assembly hall, it can in practice be used only as a lunch room for almost the entire school day, 10:45 AM to 2:00 PM. As an assembly hall it will not house even half the pupils at one time, in the case of the Takoma school. The kitchens are supplied with an expensive dishwasher but all four schools are using disposable plastic utensils and plates. The kitchens are too big and too inaccessible. The cafeteria counters are too high for the elementary-age pupils to be able to reach their trays, milk, etc. All-purpose rooms were declared obsolete by the Convention of School Administrators at their meeting last month in Atlantic City, N.J.

2. No office space is provided for special teachers and no provision is made for an assistant principal, even in schools with populations over 1000.

3. Too much glass and too little blackboard space were complaints at every school. The windows are too big, allow too much glare, have latches which are easily opened, are located too close to the ground, and discourage the use of audio-visual equipment in classrooms as well as in the all-purpose room.

4. The parking lots are badly placed. The buildings themselves are badly placed on their sites so that exits lead to busy streets. Playgrounds are located next to libraries. Access to the upper-grade playground is gained via a long hallway and walking across the kindergarten playground.

5. The fraud of "flexible" classrooms. Removing a wall between two regular classrooms does not build in flexibility. The rooms have wall-to-wall and back-to-back desks; there is no room for interest areas or desks grouped for committee work.

6. The multi-purpose room designed for art and science does not serve either function well.

7. Classrooms are too small - with no more than 25 pupils (and the "new" Takoma school will open with a higher ratio) there is still barely adequate space for the desks. The classrooms in the old Takoma school are 713 square feet (excluding

the cloakroom of 114 sq. ft.) whereas the "new" Takoma will have classrooms of 675 sq. ft.

8. The design has paid no attention to pupil traffic patterns - a fundamental factor which ought to be taken into account. Under the plans for the "new" Takoma school, all three stories of children must reach the playground through the one rear exit of the building.

IF ALL THIS IS SO, WHY HAVE THE TAKOMA PARENTS KEPT QUIET UNTIL NOW? They haven't! The PTA and Neighbors, Inc. have been protesting the design of the "new" Takoma school and the plans for the Addition for two years. They have established an impressive record of consistent opposition to the "new" school in statements and written testimony to the Board of Education, the City Council, Congressional Committees and the Mayor-Commissioner. The PTA has submitted three petitions, some with the signatures of more than 600 parents, to the Board of Education asking that the plans for the "new" school be scrapped. Takoma parents have gone through all the proper channels but without results. They have been polite and reasoned but in turn, they have been politely and unreasonably ignored.

THESE ARE THE FACTS

THE TIME FOR ACTION IS NOW

STOP CONSTRUCTION OF THE "NEW" TAKOMA SCHOOL

PARENTS OF WESTERN HIGH SCHOOL
STUDENTS' PETITION FOR THE REMOVAL
OF SIDNEY H. ZEVIN AS PRINCIPAL
OF WESTERN HIGH SCHOOL FOR VIOLATIONS
OF THE HOBSON VS. HANSEN COURT CASE

Petitioners, being fully aware of their moral, civil and legal responsibility, to properly guide and direct the educational activities of their children;

further, being completely aware of the Hobson vs. Hansen court decision, calling for constitutional equality of educational opportunity for all children;

still further, that Sidney H. Zevin, as Chief Administrator of Western High School, has knowingly violated this court decision by maintaining special projects and shrewd forms of inflexible ability grouping to achieve economic and racial discrimination.

still further, that Sidney H. Zevin has continually accepted new and transferred teachers in violation of the court decision, calling for substantially rapid teacher integration in every school;

we, as parents of Western High School students, hereby subscribe and witness, that the immediate removal of Sidney H. Zevin would be a positive step in the right direction to assure our children the constitutional equality of educational opportunity that they are entitled to and rightfully deserve.

Also, an aware black leader, that would be sensitive to the needs of the black student majority (70% of 1968-69 enrollment) and will effectively enforce the letter and spirit of the Hobson vs. Hansen decision, should be immediately appointed as principal of Western High School.

Signed this 25th day of June, 1969,

VIOLETIONS OF THE WRITHT DECISION AT WESTERN HIGH SCHOOL

The Humanities Program at Western HIGH School fits the classic definition of an honors track. The students are set apart from all others in that they receive special curriculum, special books, special field trips, and special favors in terms of teacher release time. The direct or of this program receives as much release time to run this one program as does the Chairman of the english Department to run the entire Department.

Although the Program is supposedly open to all, in actual fact, applicants for the Program are carefully screened, and those in the Program who are "not making the grade" are strongly urged to leave. Like all tracks, this honors track has built in features which lock students in and keep students out. Tfh Program is completely out of step with all others in the school and this makes it almost impossible for students who enter after the 10th grade to compete with those who are already in the Program. If a student drops out of the Program, he is faced with the problem of repeating material he has already studied. Because being in the honors track carries with it a great deal of prestige and because almost all of the students in the Program are white, the existence of the track has generated racial tensions.

In addition to the Humanities Program, the entire structure of the course offerings at Western is set up to give special treatment and special advantages to college bound students. For two years the teachers in the English Department have objected to Mr. Zevin's weakening of the regular instructional program by adding an inordinate number of electives to the program, especially since some of these electives serve a very small number of students. Although Mr. Zevin failed to meet the standards for class size called for in the Union Contract in regular classes, he scheduled the following electives which took teacher time, valuable space and money from the regular program: two classes of drama, journalism, two classes of composition, one class of creative writing, one class of world literature (serving only eight students while in some regular English classes class size approached forty!), speech, and two classes of English for foreign students. One class in communications skills was scheduled for non-college bound students, but the workshop where curriculum was to have been written for this class was canceled and neither books nor curriculum were provided for this class.

The English Department is in no wise opposed to electives, but a majority of the department is strongly opposed to scheduling of numbers of electives which rob the regular program. We insist that the only fair thing to do is to strengthen the regular program which meets all the students to the point where it meets standards set forth in the Union Contract and until each student in addition to being in a small class has suitable books. After this has been done, and it has never been done at Western, then we support electives as permitted by the remaining teacher time and available space.

NELSON T. HARTSON
EDMUND L. JONES
SEYMOUR S. MINTZ
LESTER COHEN
GEORGE E. MONK
FREDERICK W. BRADLEY
FRANK F. ROBERSON
MERLE THORPE, JR.
CORWIN R. LOCKWOOD
WILLIAM T. PLUMB, JR.
C. FRANK REIFSNYDER
GEORGE W. WISE
ROBERT K. EIFLER
EDGAR W. HOLTZ
EDWARD A. McDERMOTT
J. BRUCE KELLISON
JOHN P. ARNESS
FRANCIS L. CASEY, JR.
STANLEY S. HARRIS
E. BARRETT PRETTYMAN, JR.
ARNOLD C. JOHNSON
JOHN J. ROSS
HOWARD F. ROYCROFT
ROBERT H. KAPP
JAMES E. MURRAY
WILLIAM O. BITTMAN
SHERWIN J. MARKMAN
ROBERT J. ELLIOTT
JAY E. RICKS

ROBERT M. JEFFERS
DENNIS J. LEHR
ARTHUR J. ROTHKOPF
KEVIN P. CHARLES
JEROME N. SONOSKY
JAMES A. HOURIHAN
GERALD E. GILBERT
CHARLES E. ALLEN, JR.
AUSTIN S. MITTLER
STEPHEN W. PORTER
ALFRED T. SPADA
BOB G. OOLE
C. RONALD RUBLEY
RICHARD S. RODIN
ALFRED JOHN DOUGHERTY
PETER W. TREDICK
PETER F. ROUSSELOT
STUART PHILIP ROSS
RICHARD B. RUGE
MATTHEW P. FINK
ANTHONY S. HARRINGTON
JAMES J. ROSENHAUER
SARA-ANN DETERMAN
TIMOTHY J. BLOOMFIELD
JOE CHARTOFF
MARVIN J. DIAMOND
HAROLD HIMMELMAN
DAVID J. KENSLE
RAYMOND E. VICKERY, JR.

HOGAN & HARTSON

815 CONNECTICUT AVENUE
WASHINGTON, D. C. 20006

April 30, 1970

TELEPHONE
(202) 298-5500

CABLE ADDRESS
"HOGANDER"

TELEX: 64353

COUNSEL
LEE LOEVINGER
JAMES C. ROGERS

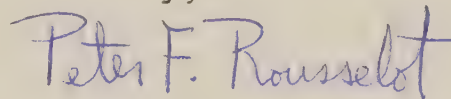
Mr. Julius W. Hobson
Washington Institute for
Quality Education
300 M Street, S.W.
Washington, D.C. 20024

Dear Mr. Hobson:

Enclosed for your files are the final copies of
the pleadings filed in the U.S. District Court by Don
Allen.

Also enclosed is the response to those pleadings
prepared by Ralph Temple and myself. At Ralph's suggestion,
I omitted any extended discussion of the fact that a motion
was already pending in this case other than referring to
the new motion we plan to file as an "amended motion".

Sincerely,



Peter F. Rousselot

PFR:lme

Enclosure

Letters to the Editor

Published letters are subject to condensation, and those not selected for publication will be returned only when accompanied by stamped, self-addressed envelopes. The use of pen names is limited to correspondents whose identity is known to The Star.

Lost Children of the 'Track'

Sir: I had made up my mind not to discuss further the track system in the Washington public schools in the hope that less controversy and more action might be in the public interest.

But I cannot forbear telling of a sequel to a conversation with a mother which I reported in some detail in my recent book, "Danger in Washington."

A number of years ago, after a meeting with parents one afternoon, she introduced herself as the mother of two children enrolled in the public schools.

"I want to thank you for the track system," she said then. "I have one very bright child and one who is retarded. The honors track is right for one, and the basic track is a godsend for the other."

Now here is the lamentable sequel. Just the other day the same mother came up to me in a grocery store. She reminded me of our earlier conversation.

"We are desperate without the track system," she told me. "Now I have been ordered to withdraw my retarded child from school. The principal says that with the basic track gone they have no place for her."

I came away from the conversation with a deep feeling of grief. The before and after effect of the court-ordered abolition of the track system tragically dramatized the result in human terms.

How much harm is being done to children who formerly benefitted by the basic track? How many retarded children have been dropped from school because there is no place for them? How many children have been denied admission to school because the curriculum no longer provides for systematic instruction for the mentally retarded?

The political activists, whether on the Federal bench or elsewhere, must be sleeping fitfully of nights if they are at all sensitive to the cries of anguish coming from rejected children and their distraught parents.

Carl F. Hansen,
Former Superintendent of Schools,
Washington, D.C.

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Carl F. Hansen,
Former Superintendent of Schools,
Washington, D.C.



FREE! NAME

MAM



Mr Julius H. Hobson
Office Board of Education
Washington - D.C

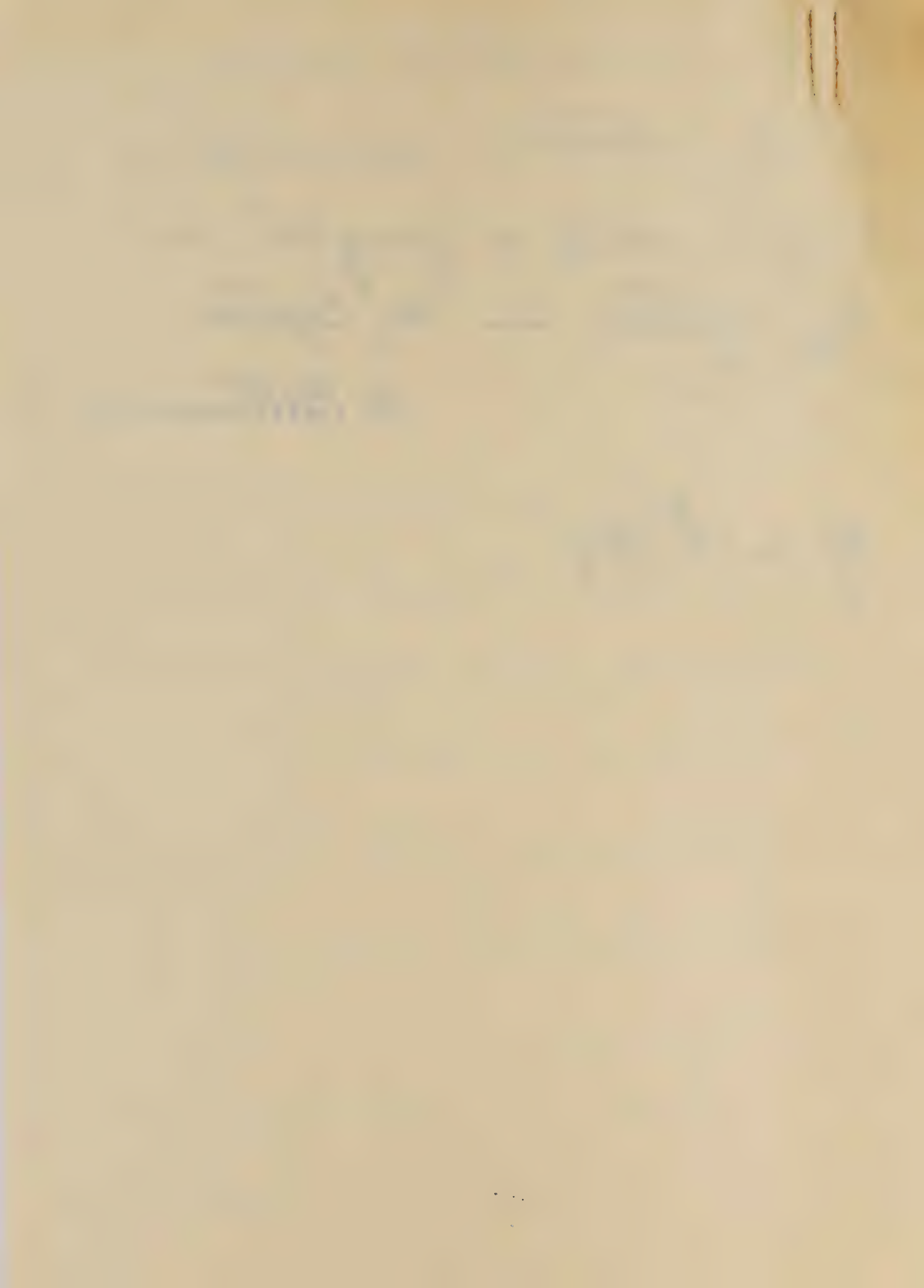
Sir:

I should like a prompt
reply to the enclosed - If there
is none one can only conclude
you have no answer - As a
constant reader of the Evening Star
I shall scrutinize every issue
for your reply -

I may be forty miles away
but I, along with million others

in the United States are
relally interested and observing
carefully what is "going on" in
Our Capitol — My Capitol.
A Baltimorean

April 5th 1969



WASHINGTON RESEARCH PROJECT

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WASHINGTON, D. C. 20036

(202) 659-4240

MARIAN WRIGHT EDELMAN

HARRY HUGE

RUBY G. MARTIN

THE SOUTHERN CENTER FOR STUDIES IN PUBLIC POLICY

CLARK COLLEGE

240 CHESTNUT STREET, S. W.

ATLANTA, GEORGIA 30314

524-0446

GEORGE BOOKER

May 2, 1969

NOTE TO: Julius Hobson

Dear Julius:

I was in Mississippi on Saturday, April 26, and I picked up a copy of the Mississippi "Clarion-Ledger." I found the attached editorial interesting, and I thought maybe you would like to take a look at it.

Sincerely,

A handwritten signature in blue ink that reads "Ruby Martin". The signature is written in a cursive style with a large, stylized 'R' and 'M'.

Ruby Martin

Attachment

EDITORIAL PAGE

The Clarion-Ledger

R. M. HEDERMAN, JR., Publisher
T. M. HEDERMAN, Editor 1921-1948

T. M. HEDERMAN, JR., Editor
PURSER HEWITT, Executive-Editor

Page 6

JACKSON, MISSISSIPPI, SATURDAY, APRIL 26, 1969

Federal Worker Urges Violence

A news item in the Washington press recently told a night meeting at Georgetown University where a speaker named Julius Hobson, an economist employed by the federal government, publicly proclaimed his belief in the communist doctrines of Karl Marx.

Hobson, employed by the Social Security Administration, is also an elected member of the Washington School Board. He spoke at a "Black Awareness Week" seminar sponsored by Georgetown University.

Members of Congress and others have expressed shock and concern over Hobson rabble-rousing in which he supported actual physical takeover of public schools by black militants and the violent overthrow of our American system.

He reportedly told his audience that "raising a little hell would be good for this country" and that "assistance in our struggle should be sought in Communist China and Communist Cuba."

Rep. Joel Waggoner of Louisiana, urging that Hobson be re-

lieved of his federal duties, told the House: "To my knowledge this is the first time that an elected official in the United States and an employee of a federal agency has publicly advocated the violent overthrow of our government. If the Social Security Administration has any backbone at all, it will fire this man, and if the Justice Department pursues its task, it will prosecute him.

"This breed of scum," Rep. Waggoner concluded, "does not deserve to be paid by the people of the United States and he is an un-American if his beliefs are what he said they are."

It should also be stressed that such a character has no place on the Washington School Board and his presence there as an elected official may account in some degree for blackboard jungle conditions which border on anarchy and chaos in our nation's capital. Removal proceedings against Julius Hobson should be instituted without delay.

LOW PRICE SALE

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\$60⁰⁰

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Hgt. 19 In.

COMPARE PRICE

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REG. \$120⁰⁰

Top 60x20 In. Hgt. 15 In.

COMPARE PRICE

\$54⁹⁵

REG. \$110⁰⁰



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 14, 1969

Mr. Julius W. Hobson, Chairman, Board of Education's
Committee to Study the Implementation of the Wright Decree
300 N Street, S. W. #510
Washington, D. C. 20024

Dear Mr. Hobson:

The attached Report (CHART D2 - CURRICULUM PROGRESS IN HISTORY) is submitted to you and the members of the Committee as instructed by the Board of Education. Subsequent charts will be forwarded as rapidly as they are completed.

The report is assembled by years as indicated in the original charts. The years studied were the 1962-1963 school year, the 1966-1967 school year and the 1968-1969 school year. All data requested are included in the report. Your attention is directed to the designations "S" and "B" which appear in several of the textbook lists. These designations refer to textbooks which are Supplementary ("S") or Basic ("B") in the instructional program.

The members of the committees who developed Charts D1, D2, D3 and D4 would appreciate conferring with you about their reports as you may see the need.

Very Sincerely Yours,


William R. Manning
Superintendent of Schools

WRM/mgj

cc: Mr. Edward Hancock
Mr. Nelson Roots
Mrs. Williamson

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1962-1963
SENIOR AND VOCATIONAL HIGH SCHOOLS

SENIOR HIGH SCHOOLS	TITLE AND DATE OF CURRICULUM OUTLINED ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE
Anacostia	Curriculum Outlines Issued Applied to All Schools	Divisions 1-9 Head of the Department of History George Jones	American History, H, R, G, B, American Government, H, R, G, B, Latin American History (Not tracked)	See attached Textbook List. The recommendations contained therein were made to all schools. (By approved list and not by curriculum outlines)
	<u>Curriculum Guide in Social Studies for Junior and Senior High Schools, 1951</u>	Divisions 10-13 Head of Department Dr. William M. Brewer Because of the fact that committees have worked for many years on this project, it is impossible to accurately list the members by name and to give the credit properly due them.	World History, G Modern History (Not tracked)	
	<u>American History, 11th Grade Basic, 1959</u>	Mr. William Jenkins, Asst. Director, Department of History, Chairman Mrs. Helen M. Blackburn Mrs. Ruth D. Brooks Mrs. Ruth Delpino Dr. William M. Brewer Supervising Director, Department of History	American History, H, R, G, B, American Government, H, R, G, B, World History, G	(Same as above)
Ballou	(Same as above)	(Same as above)	American History, H, R, G, B, American Government, R, G, B, World History, G, B	(Same as above)
Cardozo	(See first page)	(See first page)	American History, R, G, B, American Government, R, G, B, World History, G, B	(See first page)
Coolidge	(Same as above)	(Same as above)	American History, H, R, G, B, American Government, H, R, G, B, Modern History, R, World History, G, B	(Same as above)
Dunbar	(Same as above)	(Same as above)	American History, N, G, B, American Government, R, G, B, World History (not tracked)	(Same as above)

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHCOL YEAR 1962-1963

SENIOR HIGH SCHOOLS	TITLE AND DATE OF CURRICULUM OUTLINED ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE
Eastern	(Same as above)	(Same as above)	American History, H, R, G, B American Government, H, R, G, B World History, R, G, B	(Same as above)
McKinley	(Same as above)	(Same as above)	American History-H, R, G, B American Government-H, R, G, B	(Same as above)
Roosevelt	(Same as above)	(Same as above)	American History, H, R, G, B American Government, H, R, G, B Modern History, H, R World History, G	(Same as above)
Spingarn	(Same as above)	(Same as above)	World History-R, G Modern History, H, R, G American History, R, G, B American Government-R, G, B	(Same as above)
Western	(Same as above)	(Same as above)	American History-H, R, G, B American Government, H, R, G, B World History-H, R Modern History-R	(Same as above)
Wilson	(Same as above)	(Same as above)	American History-H, R, G, B American Government-H, R, G, B Modern History, H, R World History (Not tracked) Latin American History-(not tracked)	(Same as above)

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR-1962-1963

VOCATIONAL HIGH SCHOOLS	TITLE AND DATE OF CURRICULUM OUTLINED ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED (SUBJECTS IN VOCATIONAL H.S. NOT TRACKED)	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE
Bell	(Same as above)	(Same as above)	World History American History American Government	(Same as above)
Burdick	(Same as above)	(Same as above)	World History American History American Government	(Same as above)
Chamberlain	(Same as above)	(Same as above)	American Government American History	(Same as above)
Phelps	(Same as above)	(Same as above)	World History American History American Government	(Same as above)
Washington	(Same as above)	(Same as above)	American History American Government	(Same as above)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

1962 - 1963 - Column 5

Senior High Schools
Textbooks on Approved Textbook List

American History - Basic

Angle, The American Reader, 1958 .

Rickard and Ray, Discovering American History, 1961

Wainger, The American Adventure, 1957

Woodson, The Story of the Negro Retold, 1959

American History - General

Angle, The American Reader, 1958

Beard, Robinson, and Smith, Our Own Age, 1959

Canfield, and Wilder, The Making of Modern America, 1960

Gavian and Hamm, The American Story, 1959

Morris, Basic Documents in American History, No. 14, 1956

Swisher, Historic Decisions of the Supreme Court, 1958

Todd and Curti, Rise of the American Nation, 1961

Woodson, The Story of the Negro Retold, 1959

American History - Regular

Angle, The American Reader, 1958

Beard, Robinson and Smith, Our Own Age, 1959

Cady, Literature of the Early Republic, 1960

Canfield and Wilder, The Making of Modern America, 1960

Miller, American Thought, 1959

Morris, Basic Documents in American History, No. 14, 1956

Nolde, The United States in the United Nations, 1961

Pearce, Colonial American Writing, 1959

American History - Regular, continued

Wisher, Historic Decisions of the Supreme Court, 1958

Todd and Curti, Rise of the American Nation, 1961

Woodson, The Story of the Negro Retold, 1959

American History - Honors

Angle, The American Reader, 1958

Bragdon and McCutchen, History of a Free People, 1960

Cady, Literature of the Early Republic, 1960

Miller, American Thought, 1959

Morris, Basic Documents in American History, No. 14, 1956

Nolde, The United States in the United Nations, 1961

Pearce, Colonial American Writing, 1959

Swisher, Historic Decisions of the Supreme Court, 1958

Column 5 - 1962-1963

Modern History

Regular and Honors

Becker, Modern History, 1958

World History

World History - Basic - None

World History - General

Boak, Slasson and Anderson, History of Our World, 1959

Lane, Goldman and Hunt, The World's History, 1959

Magenis and Appel, A History of the World, 1959

Rogers, Adams and Brown, The Story of Nations, 1960

World History - Regular

Boak, Slosson and Anderson, History of Our World, 1959

Lane, Goldman and Hunt, The World's History, 1959

Magenis and Appel, A History of the World, 1959

Rosberg, Africa and the World Today, 1960

Rogers, Adams and Brown, The Story of Nations, 1960

American Government

Government - Basic

Bruntz, Understanding Our Government, 1961

Government - General

Bruntz, Understanding Our Government, 1961

Dimond and Pflieger, Our American Government, 1961

Starratt and Lewenstein, Our American Government, 1958

Government - Regular

Magruder's American Government, 1961

Government - Honors

Magruder's American Government, 1961

White, American Government, 1961

Vocational High Schools

Note- The textbook list did not indicate track in which books were to be used.

American History

Augsburger and McLemore, Our Nation's Story, 1960

Clark, Compton and Wilson, America's Frontier, 1958

Eibling, King and Harlow, Our United States, 1960

Gardner, Story of Our Country, 1960

Kidger and Dunwiddie, Problems Facing America and You, 1959

World History

Black, Our World History, 1960

Platt and Drummond, Our World Through the Ages, 1961

Zebel and Schwartz, Past to Present, 1960

American Government

Brown-Peltier, Government in Our Republic, 1960

Hefner, Bruce and Carr, Our Living Government, 1960

Mussatti, The Constitution of the United States, 1960

Patterson and Little, Problems in American Democracy, 1961

Rienow, American Government, 1959

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1966-1967
SENIOR AND VOCATIONAL HIGH SCHOOLS

TITLE AND DATE OF CURRICULUM OUTLINE ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE (NAMES OF TEACHERS AND SUPERVISORS)	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED BASIC (SPECIAL ACADEMIC GENERAL REGULAR HONORS)	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE	ADDITIONS TO 1962-1963 APPROVED TEXTBOOK LIST AND DELETIONS FROM 1962-1963 APPROVED TEXTBOOK LIST
<u>SENIOR HIGH SCHOOLS</u>				
1. Social Studies for Senior High School 1964	1. Joseph E. Penn Theodore Libber	Anacostia American History, H, R, G, Sp. A American Government, H, R, G, Sp. A	See attached Textbook List which was available to all schools	See Attached List
2. The Negro in American History 1964	2. Joseph E. Penn, Editorial Chairman Helen M. Blackburn Edna B. Jackson Albert O. Lewis Lillian S. Lewis Marion J. Pryde Harris M. Taylor Margaret P. Welch James B. White Bernard H. Nelson	Latin American History, H, G Modern History-Not tracked World History, G Far East History, H, R		
		<u>Ballou</u> American History, H, R, G, B American Government, H, R, G, B World History G Modern History, H, R	(Same as above)	(Same as above)
3. An Overview-Social Studies Program, 1964	3. Joseph E. Penn	<u>Cardozo</u> American History, H, R, G, B American Government, H, R, G, B Far Eastern History (not tracked) Modern History, H, R Negro History (not tracked) World History, G, B	(Same as above)	(Same as above)
4. American History 11th grade Basic 1959	4. William H. Jenkins, Chairman Assistant Director Dr. William M. Brewer Supervising Director			
(Same for all schools)	Helen M. Blackburn Ruth C. Brooks Ruth C. Delpino		See attached Textbook List which was available to all schools	See Attached List
(Same for all schools)	(Same as above)	<u>Coolidge</u> American History, H, R, G, B American Government, H, R, G, B, Modern History, H, R, World History, G, B	(Same as above)	(Same as above)

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1966-1967

TITLE AND DATE OF CURRICULUM OUTLINE ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE (NAMES OF TEACHERS AND SUPERVISORS)	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED BASIC (SPECIAL ACADEMIC GENERAL REGULAR HONORS)	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE	ADDITIONS TO 1962-1963 APPROVED TEXTBOOK LIST AND DELETIONS FROM 1962-1963 APPROVED TEXTBOOK LIST
(Same for all schools)	(Same as above)	<u>Dunbar</u> American History, H, R, G, B American Government, R, G, B Modern History, R, G World History, Not tracked	(Same as above)	(Same as above)
(Same for all schools)	(Same as above)	<u>Eastern</u> American History, R, G, B American Government, R, G, B Modern History, H, R, G World History, R, G, B	(Same as above)	(Same as above)
(Same for all schools)	(Same as above)	<u>McKinley</u> American History, H, R, G, B American Government, H, R, G, B World History, G	(Same as above)	
(Same for all schools)	(Same as above)	<u>Roosevelt</u> American History, H, R, G, Sp. A American Government, H, R, G, Sp. A World History G Modern History, H, R	See attached textbook List which was available to all schools	See attached list
(Same for all schools)	(Same as above)	<u>Spingarn</u> American History R, G, B American Government, R, G World History R, G Modern History, H, R, G Latin American History	(Same as above)	
(Same for all schools)	(Same as above)	<u>Western</u> American History, H, R, G, Sp. A American Government, H, R, G, Sp. A Modern History R World History, G	(Same as above)	(Same as above)
(Same for all schools)	(Same as above)	<u>Wilson</u> American History, H, R, G American Government, H, R, G	(Same as above)	(Same as above)

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1966-1967

TITLE AND DATE OF CURRICULUM OUTLINE ISSUED TO TEACHERS, CITY-WIDE	AUTHORS OF CURRICULUM OUTLINE (NAME OF TEACHERS AND SUPERVISORS)	TITLE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED BASIC (SPECIAL ACADEMIC GENERAL REGULAR HONORS)	NAME OF TEXTBOOKS RECOMMENDED BY APPROVED LIST OR CURRICULUM OUTLINE	ADDITIONS TO 1962-1963 APPROVED TEXTBOOK LIST AND DELETIONS FROM 1962-1963 APPROVED TEXTBOOK LIST
(Same for all schools)	(Same as above)	<u>Wilson</u> American History, H, R, G American Government, H, R, G Modern History, H, R, G Modern History, Advanced Placement World History, Not tracked Latin American History, Not tracked	(Same as above)	(Same as above)
VOCATIONAL SCHOOLS				
(Same for all schools)	(Same as above)	<u>Bell</u> World History American History American Government	See attached textbook List which was available to all schools	See attached List
(Same for all schools)	(Same as above)	<u>Burdick</u> World History American History American Government	(Same as above)	(Same as above)
(Same for all schools)	(Same as above)	<u>Chamberlain</u> American History American Government	(Same as above)	(Same as above)
(Same for all schools)	(Same as above)	<u>Phelps</u> World History American History American Government	(Same as above)	(Same as above)
(Same for all Schools)	(Same as above)	<u>M.M. Washington</u> World History American History American Government	(Same as above)	(Same as above)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List - Senior High School

1966-67 Additions and Revisions to the 1962-1963 List

	Type	Grade	Track
Abramowitz, <u>World History Study Lessons</u> , 1966	B	10	B
Aikman, <u>We The People-The Story of the U.S. Capitol</u> , 1965	S	11	All
Alexander, <u>Latin America</u> , 1964	S	12	H-R
Alger, <u>The U.S. in the U.N.</u> , 1963	S	10-12	H-R
Allis, <u>Government Through Opposition-Party Politics in the 1790's</u> , 1963	S	11-12	H-R-G
Anderson, <u>Syllabus in American History</u> , 1964	S	11	All
Arnof, <u>A Sense of the Past</u> , 1962	S	11	All
Babian, <u>The Middle East</u> , 1963	S	10-12	H-R
Becker, <u>Modern History</u> , 1964	B	10	H-R
Bedford, <u>The Union Divides-Politics and Slavery</u> , 1963	S	11-12	H-R-G
Berkowitz, <u>India-Struggle Against Time</u> , 1963	S	10-12	H-R
Blankstein, <u>The U.S. Role in Latin America</u> , 1962	S	10-12	H-R
Bell, <u>The Two Chinas</u> , 1962	S	10-12	H-R
Black, <u>Our World History</u> , 1965	B	10	R-G
Bragdon and Others, <u>Frame of Government</u> , 1962	S	11-12	H-R
Bragdon and McCutchen, <u>History of a Free People</u> , 1964	B	11	H
Boak, Slosson and Others, <u>History of Our World</u> , 1963	B	10	R-G
Broderick, <u>The Origins of the Constitution</u> , 1964	S	11	H-R-G
Calderwood, <u>Western Europe and the Common Market</u> , 1963	S	10-12	H-R
Canfield and Wilder, <u>The Making of Modern America</u> , 1964	B	11	G-R
Clarke, Compton and Hendrickson, <u>Freedom's Frontier</u> , 1965	B	11	R
Clemons, <u>The American Negro</u> , 1965	S	11-12	All
Coyle, <u>The U.N. and How It Works</u> , 1965	S	10-12	All
Cuban, <u>The Negro in America</u> , 1964	S	11-12	All
Davies, <u>The New Deal: Interpretations</u> , 1964	S	11	H-R-G
Dawson, <u>Communism, Menace to Freedom</u> , 1962	S	11-12	All
Dawson, <u>Freedom, America's Choice</u> , 1962	S	11-12	All
Deutsch, <u>America's Stake in Western Europe</u> , 1962	S	10-12	R-H
Diamond and Pflieger, <u>Our American Government</u> , 1963	B	11	G
<u>Economic Forces in American History Series</u>			
Babian, <u>Problems of Prosperity and Leadership</u> , 1964	S	11-12	H-R
Davis, <u>The Growth of Industrial Enterprise</u> , 1964	S	11-12	H-R
Gallman, <u>Developing the American Colonies</u> , 1964	S	11-12	H-R
McDougall, <u>World Power and New Problems</u> , 1964	S	11-12	H-R
North, <u>Decisions That Freed the New Nation</u> , 1964	S	11-12	H-R
Parker, <u>Commerce, Cotton and Westward Expansion</u> , 1964	S	11-12	H-R
Smolensky, <u>Adjustments to Depression and War</u> , 1964	S	11-12	H-R

	Type	Grade	Track
Ebenstein, <u>Totalitarianism, New Perspectives</u> , 1962	B	10-12	R-H
_____, <u>Two Ways of Life</u> , 1966	B	1012	H-R
_____, <u>Today's Isms</u> , 1964	S	10-12	H-R
Eibling, King and Harlow, <u>History of Our United States</u> , 1966	B	11	Sp Ac-g
Eibling, King and Harlow, <u>Exercise Book for History of Our United States</u> , 1964	S	11	SpAc-G
Eisen and Filler, <u>The Human Adventure: Readings in World History</u> , Vol. I and II	S	10	R-G
Faulkner and Kosenthal, <u>A Visual History of the U.S.</u> , 1961	S	11	All
Fenton, <u>32 Problems in World History</u> , 1964	S	10	R-G
<u>Foreign Relations Series</u>			
Armstrong, <u>Chinese Dilemma</u> , 1965	S	10-12	H-R
Armstrong, <u>S.E. Asia and American Policy</u> , 1966	S	10-12	H-R
Deutsch, <u>The New Europe-The Common Market and the United States</u> , 1966	S	10-12	H-R
Jones, <u>America's Role in the Middle East</u> , 1965	S	10-12	H-R
Platiq, <u>The U.S. and the Soviet Challenge</u> , 1966	S	10-12	H-R
Platiq, <u>The U.S. and World Affairs</u> , 1965	S	10-12	H-R
Rosenberg, <u>Africa and the World Today</u> , 1966	S	10-12	H-R
Fraenkel, <u>Israel</u> , 1963	S	10-12	H-R
Ganley, <u>The Progressive Movement</u> , 1964	S	11	H-R
Gavian and Rienow, <u>Our Changing Social Order</u> , 1964	B	11-12	R-G
Gibson, <u>Ideology and World Affairs</u> , 1963	S	10-12	H-R
Haefner, Bruce and Carr, <u>Our Living Government</u> , 1964	B	11-12	H-R
Harrell and Jones, <u>Equal Justice Under Law</u> , 1965	S	11-12	H-R-G
Hayes, <u>Modern Times</u> , 1965	B	10	H-R
Heathcock, <u>The U.S. Constitution, in Perspective</u> , 1963	S	11-12	H-R-G-B
Heffner, <u>A Documentary History of the United States</u> , 1965	S	11	All
Hunsberger, <u>Japan: Lessons in Enterprise</u> , 1963	S	10-12	H-R
Isenberg, <u>The Soviet Satellites of Eastern Europe</u> , 1963	S	10-12	H-R-G
Joy, <u>Emerging Africa</u> , 1962	S	10-12	R-H
King, <u>Why We Can't Wait</u> , 1964	S	11-12	All
Kublin, <u>India and the World Today</u> , 1963	S	10-12	R-H
Kublin, <u>The Rim of Asia</u> , 1963	S	10-12	R-H-G
Labaree, <u>The Road to American Independence</u> , 1963	S	11-12	R-H-G
Leinwand, <u>The Pageant of World History</u> , 1962	B	10	G
Langyel, <u>The Subcontinent of India</u> , 1961	S	10-12	R-H
Logan, <u>The Betrayal of the Negro</u> , 1965	S	11-12	All
Ludlum, Patterson, Jeffrey and Schick, <u>American Government</u> , 1965	B	10-12	R-H
Madden, <u>Latin America: Reform and Revolution</u> , 1963	S	10-12	R-H
Matthew, <u>Asia in the Modern World</u> , 1963	S	10-12	R-H
May, <u>From Imperialism to Isolationism</u> , 1964	S	11	R-H

	Type	Grade	Track
Merrill and Teal, <u>Atlas of World History</u> , 1965	S	10	All
Miller, Roberts and Shulman, <u>The Meaning of Communism</u> , 1963	S	10-12	H-R-G
Magenis and Appel, <u>A History of the World</u> , 1963	B	10	G-R
McClennaghan, <u>Magruder's American Government Workbook</u> , 1965	S	11-12	H-R
Morris, <u>Basic Documents in American History</u> , No. 14, 1956	S	11	H-R-G
Muzzey and Link, <u>Our Country's Story</u> , 1964	B	11	H-R
New Perspectives in American History			
Brown, <u>The Hero and the People</u> , 1964	S	11-12	H-R-G
Padever, <u>The Living U.S. Constitution</u> , 1953	S	11-12	All
Parker and Others, <u>Civil Liberties</u> , 1965	S	11-12	All
Pearce, <u>The White House</u> , 1965	S	11	All
Pearce, <u>The White House</u> , 1965	S	11-12	All
Plane and Greenberg, <u>The American Political Dictionary</u>			
Problems in American History Series			
Cramar, <u>The Cause of War</u> , 1965	S	11	All
Inman, <u>Labor in American Society</u> , 1965	S	11	All
James, <u>The Supreme Court in American Life</u> , 1964	S	11	All
Mandelbaum, <u>The Social Setting of Intolerance</u> , 1964	S	11	All
Mandelbaum, <u>The Social Setting of Intolerance</u> , 1964	S	11-12	All
Quarles, <u>The Negro in the Making of America</u> , 1964	S	11	
Ratner, <u>Reform in America</u> , 1964	B	10	R-G
Rehm, Burke and Others, <u>The Record of Mankind</u> , 1965	B	10	B
Rogers, Adams and Brown, <u>The Story of Nations</u> , 1965	B	10	G
Roselle, <u>A World History</u> , 1963	S	10-12	H-R
Salkener and Flynn, <u>Sub-Saharan Africa</u> , 1963			
Scholastic Edition			
The Soviet Union, 1962	S	10-12	H-R
What You Should Know About Communism and Why, 1962	S	10-12	H-R
What You Should Know About Democracy and Why, 1964	S	All	All
Schwartz, <u>The Soviet Union, Communist, Economic Power</u> , 1963	S	10-12	H-R
Shaefer, <u>United States History</u> ,	B	11	?
Starr, Todd and Curti, <u>Living American Documents</u> , 1961	S	11-12	All
Stavrianos, <u>A Global History of Man</u> , 1962	S	10	All
Stavrianos, <u>Readings in World History</u> , 1962	S	10	All
Stavrianos and Blankstein, <u>Latin America</u> , 1964	S	12	H-R
Stevens, <u>Egypt, Yesterday and Today</u> , 1963	S	10-12	H-R
Steinberg, <u>Latin America, Past, Present, Future</u> , 1964	S	12	H-R
Todd and Curti, <u>Rise of the American Nation</u> , 1966	B	11	R-G
Wade, <u>The Negro in American Life</u> , 1965	S	11-12	All
Wallbank and Schrier, <u>Living World History</u> , 1964	B	10	R-G
Welty, <u>Man's Cultural Heritage</u> , 1965	B	10	R-G
Wilgus and d'Eca, <u>Latin American History</u> , 1963	S	11-12	H
Winks, <u>The Cold War: From Yalta to Cuba</u> , 1964	S	11	H-R

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Additions and Revisions to the 1966-1967 Book List

American Government Book List - Senior High Schools

	Type	Grade	Track
Bruntz and Bremer, <u>American Government</u> , 1965	B	12	R-G
Lovenstein, <u>Capitalism, Communism, Socialism</u> , 1962	S	12	R-H
Meyars, <u>Sources of the American Republic</u> , Vol. I & 2, 1960	B	12	H-R
Schlesinger and Blustain, <u>Communism: What It Means and How It Works</u> , 1964	S	12	H-R
Swearingin, <u>The World of Communism</u> , 1962	B	12	R-H
Von Eckardt, <u>The Challenge of Megalopolis</u> , 1964	S	12	H

American Government Book List - Vocational High Schools

Patman, <u>Our American Government: How It Works</u> , 1962	S	12	All
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Deletions in 1966-1967 Book List

American Government Book List - Senior High Schools

Colegrove, <u>Democracy versus Communism</u> , 1957		12	All
White, <u>American Government</u> , 1961	B	12	H

American Government Book List - Vocational High Schools

Rienow, American Government, 1959

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List - Senior High School
Deletions in 1966-1967 from 1962-1963

	Type	Grade	Track
Bruntz, <u>Understanding Our Government</u> , 1961	B	11-12	G-B
Gavian and Hamm, <u>The American Story</u> , 1959	B	11	G
Lane, Goldman and Hunt, <u>The World's History</u> , 1959	B	10	R-G
Miller, <u>American Thought</u> , 1959	S	11	H-R
Morris, <u>Basic Documents in American History</u> , 1956	S	11	H-R
Nolde, <u>The United States in the United Nation</u> , 1961	S	11	H-R
Pearce, <u>Colonial American Writing</u> , 1959	S	11	H-R
Rickard and Ray, <u>Discovering American History</u> , 1961	B	11	B
Starratt and Lewenstein, <u>Our American Government</u> , 1958	B	11-12	G
Swisher, <u>Historic Decisions of the Supreme Court</u> , 1958	S	11	HRG
Wainger, <u>The American Adventure</u> , 1957	B	11	B
Woodson, <u>The Story of the Negro Retold</u> , 1959	S	All	All

Vocational List

Augspurger and McLemore, Our Nation's Story, 1960
Gardner, Story of Our Country and Workbook, 1960
Mussatti, The Constitution of the United States, 1960
Platt and Drummond, Our World Through the Ages, 1961

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List - Vocational High School
1966-1967 Additions to the 1962-1963 List

	Type	Grade	Track
Black, <u>Our World History</u> , 1962	B	10	R
Bohlman, <u>Democracy & Its Competitions</u> , 1962	S	11-12	A11
Bowes, <u>Aveune to America's Past</u> , 1965	S	11	A11
Cary, <u>Arrow Book of Presidents</u> , 1965	S	11	A11
Crothers, <u>American History</u> , 1964	S	11	A11
Dobler, <u>Arrow Book of the United Nation</u> , 1963	S	10-12	A11
Ebling, <u>King and Harlem, World Background for American History</u> , 1965	B	10	B
Forster, Forster & Worchester, <u>Man and Civilization</u> , 1964	B	10	RG
Freidel, <u>George Washington</u> , 1965	S	11	A11
Freidel, <u>The Presidents of the United States</u> , 1964	S	11-12	A11
Koss & Herman, <u>Workbook for the Story of Nations</u> , 1964	B	10	R-G
Leinward, <u>Workbook for the Pageant of World History</u> , 1962	S	10	SP-G
Lomax, <u>Up From Slavery</u> , 1965	S	11	A11
Mazour & Peoples, <u>Men and Nations</u> , 1964	B	10	R-G
Roehm and Burke, <u>Record of Mankind Workbook</u> , 1965,	S	10	R
Rolark and Keesey, <u>Know Your D.C. Government</u> , 1965	S	11-12	A11
Ronan, <u>Arrow Book of States</u> , 1961	S	10-12	A11
Roselle and Daniel, <u>Workbook for a World History</u> , 1963	S	10	G
Strang, <u>Target Tomorrow</u> , 1964	S	10-12	A11
Walker, <u>Washington Guidebook</u> , 1965	S	11-12	A11
Wood, <u>The Life and Words of John F. Kennedy</u> , 1965	S	11-12	A11
Wyman and Ridge, <u>The American Adventure</u> , 1964	B	11	H-R
Zebel and Schwartz, <u>Past to Present</u> , 1963	B	10	R-G
<u> , Congressional Quarterly, Guide to Current American Government</u> , 1964	S	10-12	A11

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966 - 1967

Senior High Schools
Vocational High Schools
Textbooks on Approved Textbook List

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Textbooks on the Approved Textbook List

Column 4 - 1966-1967

Senior High School - American History

Basic

Clark, Compton, Henderickson, Freedom's Frontier, 1965

Dawson, Freedom America's Choice, 1962

Eibling, King and Harlow, History of Our U.S., 1966

Faulkner and Rosenthal, A Visual History of the U.S., 1961

Heffner, A Documentary History of the United States, 1965

Intercultural & Multi-Ethnic Series:

Clemons, The American Negro, 1965

Cuban, The Negro in America, 1964

King, Why We Can't Wait, 1964

Logan, Betrayal of the Negro, 1965

Quarles, Negro in the Making of America, 1964

Wade, The Negro in American Life, 1965

Continued on next page

General

Bedford, The Union Divides, Politics, Slavery, 1850-1861, 1963

Canfield & Wilder, The Making of Modern America, 1964

Davies, The New Deal: Interpretations, 1964

Dawson, Freedom America's Choice, 1962

Eibling, King & Harlow, History of Our U.S., 1966

Faulkner and Rosenthal, A Visual History of the U.S., 1961

Heffner, A Documentary History of the United States, 1965

Intercultural & Multi-Ethnic Series:

Clemons, The American Negro, 1965

Cuban, The Negro in America, 1964

King, Why We Can't Wait, 1964

Logan, Betrayal of the Negro, 1965

Quarles, Negro in the Making of America, 1964

Wade, The Negro in American Life, 1965

Labaree, The Road to American Independence, 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Continuation - Basic - American History Column 4 - 1966-1967

Basic

New Perspectives in American History Series:

Padever, The Living U.S. Constitution, 1953

Parker & Others, Civil Liberties, Case Studies and the Law, 1965

Pearce, The White House: An Historic Guide, 1965

Plane and Greenberg, The American Political Dictionary, 1962

Problems in American History Series:

Cramar, The Causes of War, 1965

Iman, Labor in American Society, 1965

James, The Supreme Court in American Life, 1964

Mandelbaum, The Social Setting of Intolerance, 1964

Rattner, Reform in America, 1964

Continuation - General - American History Column 4 - 1966-1967

General

Morris, Basic Documents in American History, No. 14, 1956

New Perspectives in American History Series:

Brown, The Hero and the People: The Meaning of Jacksonian Democracy, 1964

Padever, The Living U.S. Constitution, 1953

Parker & Others, Civil Liberties, Case Studies and the Law, 1965

Pearce, The White House: An Historic Guide, 1965

Plane and Greenberg, The American Political Dictionary, 1962

Problems in American History Series:

Cramar, The Causes of War, 1965

Iman, Labor in American Society, 1965

James, The Supreme Court in American Life, 1964

Mandelbaum, The Social Setting of Intolerance, 1964

Todd and Curti, Rise of the American Nation, 1966

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Attachment - Chart D 2 - 1968-69

Provisions for Eliminating Track System

- * Discontinued the use of all curriculum guides issued for Special Academic students.
- * Recommended the abolition in all schools of courses designed especially for Special Academic students.
- * Deleted from the Approved Textbook List all books, (basic and supplementary) supporting courses specifically designed and labeled for Special Academic students.
- * Participated in workshops established to develop methods and techniques to assist teachers in the individualization of instruction.
- * Assisted social studies teachers on an individual basis to develop daily and long range plans for working effectively with students of different needs, abilities and interests in one classroom.
- * All special programs in social studies were made available to all students.
- * A broader range of social studies electives is being offered for all students.
- * All social studies teachers are being encouraged to use a greater variety of teaching methods, namely:
 - the inquiry (inductive) method
 - problem-solving
 - using case studies
 - using primary sources
 - using multi-media techniques
 - putting more emphasis on skill oriented instruction

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

American

Government - No track designation

Brown and Peltier, Government in Our Republic, 1964

Congressional Quarterly, Guide to Current American Government, 1964

Patman, Our American Government, 1962

Rienow, The Citizen and His Government, 1963

Rolark and Keesey, Know Your D.C. Government, 1965

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List - Senior High School

Deletions from 1966-67 to 1968-69

	<u>Type</u>	<u>Grade</u>	<u>Track</u>
Anderson, <u>Syllabus in American History</u> , 1964	S	11	All
Angle, <u>The American Reader</u> , 1958	S	11	All
Beard, Robinson, Smith, <u>Our Own Age</u> , 1959	B	11	R-G
Blanksten, <u>The U.S. Role in Latin America</u> , 1962	S	10-12	H-R
Canfield and Wilder, <u>The Making of Modern America</u> , 1964	B	11	G-R
Clark, Compton and Hendrickson, <u>Freedom's Frontier</u> , 1965	B	11	B
Dawson, <u>Communism, Menace to Freedom</u> , 1962	S	11-12	All
Ebenstein, <u>Totalitarianism, New Perspectives</u> , 1962	B	10-12	R-H
Faulkner and Rosenthal, <u>A Visual History of the U.S.</u> , 1961	S	11	All
Hoover, <u>A Study of Communism</u> , 1962	B	12	R-H
Hunsberger, <u>Japan, Lessons in Enterprise</u> , 1963	S	10-12	H-R
Isenberg, <u>The Soviet Satellites of Eastern Europe</u> , 1963	S	10-12	H-R-G
Jones, <u>America's Role in the Middle East</u> , 1963	S	10-12	R-H
Joy, <u>Emerging Africa</u> , 1962	S	10-12	R-H
Kublin, <u>India and the World Today</u> , 1963	S	10-12	H-R
Matthew, <u>Asia in the Modern World</u> , 1963	S	10-12	H-R
Meyers, <u>Sources of the American Republic</u> , 1960 vols. 1 and 2	B	11-12	H-R
Morris, <u>Basic Documents in American History</u> , 1956	S	11	H-R-G
Rogers, Adams and Brown, <u>The Story of Nations</u> , 1965	B	10	R-G
Rosberg, <u>Africa and the World Today</u> , 1963	S	10-12	H-R
Salkever and Flynn, <u>Sub-Saharan Africa</u> , 1963	S	10-12	H-R
Schwartz, <u>The Soviet Union, Communistic Power</u> , 1963	S	10-12	H-R
Stevens, <u>Egypt, Yesterday and Today</u> , 1963	S	10-12	H-R

History Book List - Vocational High School

Berg and Wilder, <u>Workbook for The Making of Modern America</u> , 1964	S	11	G-R
Mazour and Peoples, <u>Men and Nations, A World History</u> , 1964	B	10	R-G

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List- Vocational High

Additions and Revisions to 1968-69 Book List

	<u>Type</u>	<u>Grade</u>
Black, <u>Our World History</u> , 1965	B	10
Current, Deconde and Dante, <u>U.S. History</u> , 1967		
Hayman, <u>What You Should Know About the U. S. Constitution</u> , 1966	S	11
Hilsabeck, <u>Tests for U. S. History</u> , 1967		
Watkins, <u>Negro Heritage, Volume 1</u> , 1961-2	S	11
Watkins, <u>Negro Heritage, Volume 2</u> , 1962-63	S	11
Watkins, <u>Negro Heritage, Volume 3</u> , 1963-64	S	11
Watkins, <u>Negro Heritage, Volume 4</u> , 1964-65	S	11
Watkins, <u>Negro Heritage, Volume 5</u> , 1965-66	S	11

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Additions and Revisions to the 1968-1969 Book List

American Government Book List - Senior High Schools

	Type	Grade	Track
Bell, <u>The Presidency: Office of Power</u> , 1967	S	12	
Ludlum and Others, <u>American Government</u> , 1967	B	12	
McClenaghan, <u>Magruder's American Government</u> , 1968	B	12	
Ribicoff and Newman, <u>Politics: The American Way</u> , 1967	S	12	
Rieber and Nelson, <u>A Study of the USSR and Communism: An Historical Approach</u> , 1966	S	12	
Schultz, <u>Comparative Political Systems</u> , 1967	S	12	
Williams, <u>Government: Its Structure and Interpretation</u> , 1965	S	12	

American Government Book List - Vocational High Schools

Brown and Peltier, <u>Government in Our Republic</u> , 1967	B	12	
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Deletions from 1966-1967 Book List

American Government Book List - Senior High Schools

Dimond and Pflieger, <u>Our American Government</u> , 1963	B	11	G
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American Government Book List - Vocational High Schools

Patman, <u>Our American Government and How It Works</u> , 1962	B	10	R-G
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	<u>Type</u>	<u>Grade</u>
Shafer et al, <u>A High School History of Modern America</u> , 1966	B	11
Shafer and Others, <u>Exercise Book, A High School History of Modern America</u> , 1966	S	11
<u>Scholastic Great Issues Series</u>		
Aberg, <u>Woodrow Wilson and the League of Nations</u> , 1966	S	11-12
Crump, <u>Napoleon Bonaparte</u> , 1966	S	11-12
Gillette, <u>Appeasement in the 1930's</u> , 1966	S	11-12
Madgic, <u>MacArthur vs Truman</u> , 1966	S	11-12
_____, <u>Rebel vs Royalist</u> , 1966	S	11-12
Seaberg, <u>The Pioneer vs the Wilderness</u> , 1966	S	11-12
Stavrianos, <u>A Global History of Man</u> , 1966	S	10
Swearingen, <u>The World of Communism</u> , 1966	S	12
Wade, Wilder and Wade, <u>A History of the United States</u> , 1968	B	11
Williams and Wolf, <u>Our American Nation</u> , 1966	B	11

	Type	Grade
<u>New Dimensions in American History Series</u>		
Ames, <u>The Negro Struggle for Equality in the Twentieth Century</u> , 1965	S	11
Baker, Andrew Johnson and <u>The Struggle for Presidential Reconstruction</u> , 1865-1868, 1966	S	11
Brown and Halsey, <u>The Missouri Compromise</u> , 1965	S	11
<u>Political Statesmanship or Unwise Evasion</u> , 1965	S	11
Guttmann and Halsey, <u>States' Rights and Indian Removal</u> , 1965	S	11
Merrill and Halsey, <u>Responses to Economic Collapse: The Great Depression of the 1930's</u> , 1964	S	11
Schrag, <u>The European Mind and the Discovery of a New World</u> , 1965	S	11
Schrag and Halsey, <u>The Ratification of the Constitution and the Bill of Rights</u> , 1964	S	11
Squire, <u>British Views of the American Revolution</u> , 1965	S	11
Traverso, <u>Immigration: A Study in American Values</u> , 1964	S	11
Traverso and Halsey, <u>The 1920's: Rhetoric or Reality?</u> , 1964	S	11
Wilbur, <u>The Monroe Doctrine</u> , 1965	S	11
Platt and Drummond, <u>Our World Through the Ages</u> , 1967	B	10
Platt and Drummond, <u>Our Nation From Its Creation</u> , 1964	B	11
<u>Problems in American History Series</u>		
James, <u>American Foreign Policy</u> , 1966	S	11
Sperling, <u>Great Depressions</u> , 1966	S	11
Powell, <u>U.S. History: Ideas In Conflict</u> , 1967	S	11
Roselle, <u>A World History</u> , 1966	B	10
<u>Rozwenc-United States History Series</u>		
<u>Conflict and Consensus In the American Revolution</u> , 1964	S	11
<u>Containment and The Origins of the Cold War</u> , 1967	S	11
<u>Democracy in the Age of Jackson</u> , 1965	S	11
<u>Liberty and Power in the Making of the Constitution</u> , 1963	S	11
<u>Presidential Power in the New Deal</u> , 1964	S	11
<u>Realism and Idealism in Wilson's Peace Program</u> , 1965	S	11
<u>Slavery and the Breakdown of the American Consensus</u> , 1964	S	11
<u>The Entrepreneur in the Gilded Age</u> , 1965	S	11
<u>The Status Revolution and the Progressive Movement</u> , 1963	S	11
Shafer and Others, <u>United States History for High Schools</u> , 1966	B	11

	Type	Grade
Green, <u>The Secret City</u> , 1967	S	11-12
Guerrant and Martyn, <u>Toward A More Perfect Union</u> , 1967	S	12
<u>Hayden Series</u>		
Singleton and Shingler, <u>Africa In Perspective</u> , 1967	S	12
Heathcock, <u>The United States Constitution in Perspective</u> , 1968	S	11-12
<u>International Library of Negro Life and History Series</u>		
Morais, <u>The History of the Negro in Medicine</u> , 1967	S	12
Patterson, <u>The Negro in Music and Art</u> , 1967	S	12
Patterson, <u>Anthology of the American Negro in the Theatre</u> , 1967	S	12
Robinson, <u>Historical Negro Biographies</u> , 1967	S	All
Wesley and Romero, <u>Negro Americans in the Civil War</u> , 1967	S	All
Kublin, <u>China</u> , 1967, paper	S	12
Kublin, <u>China</u> , 1967, cloth	S	12
Lahr and Theis, <u>Congress: Power and Purpose on Capitol Hill</u> , 1967	S	12
Lojnowand, <u>The Pageant of World History</u> , 1966	B	10
Katz, <u>Eyewitness: The Negro in American History</u> , 1967	S	11-12
Liebman and Colevas, <u>Selections from the Congressional Record and Review</u> , 1967	S	12
Logan and Cohen, <u>The American Negro: Old World/Background and New World Experiences</u> , 1967, paper	S	11
<u>The American Negro: Old World/Background and New Experiences</u> , 1967, cloth	S	11
Mainstreams of Civilization, Hayes and Clark, <u>Medieval and Early Modern Times</u> , 1966	B	10
Lindolm and Driscoll, <u>Our American Economy</u> , 1967	B	11-12
McCrocklin, <u>Making of Today's World</u> , 1966	B	10
Pleasants, <u>The Bill of Rights</u> , 1966	S	11
_____, <u>Declaration of Independence</u> , 1966	S	11
Morsbach, <u>The Negro in American Life</u> , 1967	S	11

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

History Book List - Senior High School

Additions and Revisions to the 1968-69 Book List

	Type	Grade
Allen, <u>Documents, U.S.A., 1967</u>	S	11
Arnof, <u>A Sense of the Past, 1967</u>	S	11
Bailey, <u>The American Pageant, vols. 1 and 2, 1966</u>	B	11
Bailey and Ross, <u>The American Pageant Guidebook, 1966</u>	S	11
Barnes, <u>An Intellectual and Cultural History of the Western World, 1965, vols. 1, 2 and 3</u>	B	12
Berg and Anderson, <u>The History of Our World Workbook, 1967</u>	S	10
Boak, Slosson and Others, <u>The History of Our World, 1967</u>	B	10
Bragdon and McCutchen, <u>History of A Free People, 1967</u>	B	11
Brown, Adams, and Rogers, <u>Story of Nations, 1968</u>	B	10
Brown, Adams, and Rogers, <u>Story of Nations Workbook, 1965</u>	S	10
Brown and Brown, <u>Impressions of America, 1966, vols. 1 and 2</u>	S	11
<u>Cultural Area in Perspective Series</u>		
Stavrianos, <u>Soviet Union, 1967</u>	S	12
Stavrianos, <u>Middle East, 1966</u>	S	10-12
Stavrianos and Andrews, <u>Sub-Saharan Africa, 1967</u>	S	12
Stavrianos and Blanksten, <u>Latin America, 1967</u>	S	12
Stavrianos and Hackett, <u>China, 1966</u>	S	10-12
Stavrianos and Smith, <u>India, 1966</u>	S	10-12
Cummins and White, <u>The American Revolution, 1968</u>	S	11
Current and Others, <u>United States History, 1967</u>	B	11
Dowd, <u>Modern Economic Problems in Historical Perspective, 1966</u>	S	12
<u>The Soviet Union, 1965</u>	S	10-12
Gross and Macgraw, <u>Man's World, 1966</u>	S	10-12
Isenberg, <u>The Soviet Satellites, of Eastern Europe, 1965</u>	S	10-12
Saywell and Ricker, <u>The Commonwealth of Nations, 1966</u>	S	10-12
Ewing, <u>World History Pamphlets</u>		
<u>East Asian Culture, 1967</u>	S	10-12
<u>India and Southeast Asia, 1967</u>	S	10-12
<u>The Middle East and Moslem Culture, 1967</u>	S	10-12
<u>Slavic Culture, 1967</u>	S	10-12
<u>Western European Culture, 1967</u>	S	10-12
<u>Anglo-American Society, 1967</u>	S	10-12
<u>Latin American Culture, 1967</u>	S	10-12
<u>The Culture of Africa-South of the Sahara, 1967</u>	S	10-12
Feder, <u>Viewpoints, U.S.A., 1967</u>	S	11
Fitzgerald and Others, <u>The China Giant: Perspective on Communist China, 1967</u>	S	12
Blanksten, <u>The United States Role in Latin America, 1966</u>	S	10-12
Kublin, <u>India and the World Today, 1966</u>	S	10-12

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1968-1969

TITLE AND DATE OF BASIC CURRICULUM OUTLINE (MADE AVAILABLE TO CITY-WIDE)	AUTHOR OF CURRICULUM OUTLINE (NAMES OF TEACHERS AND SUPERVISORS)	BRIEF STATEMENT OF MAJOR REVISIONS/ADDITIONS TO CURRICULUM OUTLINE SINCE 1966	TYPE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED	ADDITIONS TO 1966 "APPROVED TEXTBOOK LIST"	PROVISIONS FOR ELIMINATING THE TRACK SYSTEM
Same as above	Same as above	Same as above	<u>Wilson</u> American History American Government Modern History Modern History-Advanced Placement Negro History	Same as above	Same as above
VOCATIONAL SCHOOLS					
Same as 1966-1967	Same as 1966-1967	(See first page)	<u>Bell</u> World History American History American Government	See Attached List	See Attached List
Same as above	Same as above	Same as above	<u>Burdick</u> World History American History American Government	Same as above	Same as above
Same as above	Same as above	Same as above	<u>Chamberlain</u> American History American Government	Same as above	Same as above
Same as above	Same as above	Same as above	<u>Phelps</u> World History American History Afro-American History American Government	Same as above	Same as above
Same as above	Same as above	Same as above	<u>M. M. Washington</u> World History American History American Government Afro-American History	Same as above	Same as above

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1968-1969
SENIOR AND VOCATIONAL HIGH SCHOOLS

TITLE AND DATE OF BASIC CURRICULUM OUTLINE (MADE AVAILABLE TO NEW TEACHERS CITY-WIDE)	AUTHOR OF CURRICULUM OUTLINE (NAMES OF TEACHERS AND AND SUPERVISORS)	BRIEF STATEMENT OF MAJOR REVISIONS/ADDITIONS TO CURRICULUM OUTLINE SINCE 1966	TYPE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED	ADDITIONS TO 1966 "APPROVED TEXTBOOK LIST"	PROVISIONS FOR ELIMINATING THE TRACK SYSTEM
Same as 1966-1967	Same as 1966-1967	(See first page)	<u>Dunbar (Continued)</u> Afro-American History Modern History World History <u>Eastern</u> American History American Government Afro-American History Modern History World History	See Attached List	See Attached List
Same as above	Same as above	Same as above	<u>McKinley</u> American History American Government Afro-American History Modern History World History	Same as above	Same as above
Same as above	Same as above	Same as above	<u>Roosevelt</u> American History American Government Negro History World History Modern History	Same as above	Same as above
Same as above	Same as above	Same as above	<u>Spingarn</u> American History American Government World History Modern History Negro History	Same as above	Same as above
Same as above	Same as above	Same as above	<u>Western</u> American History American Government Negro History Far East History Modern History	Same as above	Same as above

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART D2
CURRICULUM PROGRESS IN HISTORY
SCHOOL YEAR 1966-1969
SENIOR AND VOCATIONAL HIGH SCHOOLS

TITLE AND DATE OF BASIC CURRICULUM OUTLINE (MADE AVAILABLE TO NEW TEACHERS CITY-WIDE)	AUTHOR OF CURRICULUM OUTLINE (NAMES OF TEACHERS AND AND SUPERVISORS)	BRIEF STATEMENT OF MAJOR REVISIONS/ADDITIONS TO CURRICULUM OUTLINE SINCE 1966	TYPE OF HISTORY COURSE AND TYPE OF HISTORY STUDIED	ADDITIONS TO 1966 "APPROVED TEXTBOOK LIST"	PROVISIONS FOR ELIMINATING THE TRACK SYSTEM
SENIOR HIGH SCHOOLS					
Same as 1966-1967	Same as 1966-1967	New Social Studies courses have been added to the curriculum and formal curriculum guides have been worked on, but the Curriculum Department has not published them to date. Among these are guides on: Afro-American History The Labor Movement The American Court and Jury System	Anacostia American History American Government World History Modern History Latin American History Negro History	See Attached List	See Attached List
Same as above	Same as above	Same as above	Ballou American History American Government Negro History Modern History World History	Same as above	Same as above
Same as above	Same as above	Same as above	Cardozo American History American Government Far Eastern History Modern History African History World History Negro History	Same as above	Same as above
Same as above	Same as above	Same as above	Coolidge American History American Government Latin American History Modern History World History	Same as above	Same as above
Same as above	Same as above	Same as above	Dunbar American History American Government	Same as above	Same as above

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

World History - No track designation

Black, Our World History, 1962

Mazour and Peoples, Men and Nations, 1964

Roth, Hobbs, and Drake, Living in Today's World, 1964

Zebel and Schwartz, Past to Present, 1963

World History

Basic

Eibling, King, and Harlow, World Background for American History, 1965

World History - Regular and General

Forster, Forster and Worchester, Man and Civilization, 1964

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Textbooks on the Approved Textbook List

Column 4 - 1966-1967

Vocational High Schools American History - No track designation

Bowes, Avenue to America's Past, 1965

Cary, Arrow Book of Presidents, 1965

Crothers, American History, 1964

Freidel, George Washington - Man and Monument, 1965

Lomax, Up From Slavery, 1965

Ronan, The Arrow Book of States, 1961

Todd, Curti, and Starr, Living American Documents, 1961

Walker, The Washington Guidebook, 1965

Wood, The Life and Words of John F. Kennedy, 1965

Wyman and Ridge, The American Adventure, 1964

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

American Government

: Column 4 - 1966 - 1967

85

Honors Track

- Allis, Government Through Opposition - Party Politics in the 1790's, 1963
- Bragdon and Others, A Book of Documents, 1962
- Broderick, The Origins of the Constitution, 1776 - 1789, 1964
- Burkhart and Others, American Government: Clash of Issues, 1964
- Heathcock, The United States Constitution in Perspective, 1963
- Ludlum and Others, American Government, 1965
- Magruder, American Government, 1966
- McClenaghan, Our Government at Work, 1965
- Meyers, Sources of the American Republic, Vols 1&2, 1960

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966 - 1967

American Government

Basic Track

Heathcock, The United States Constitution in Perspective, 1963

Column 4 - 1966 - 1967

General Track

Allis, Government Through Opposition - Party Politics in the 1790's, 1963

Broderick, The Origins of the Constitution, 1776 - 1789, 1964

Bruntz and Bremer, American Government, 1965

Dimond and Pflieger, Our American Government, 1963

Harrell and Jones, Equal Justice Under Law, 1965

Heathcock, The United States in Perspective, 1963

Column 4 - 1966 - 1967

Regular Track

Allis, Government Through Opposition - Party Politics in the 1790's, 1963

Bragdon and Others, Frame of Government, A Book of Documents, 1962

Broderick, The Origins of the Constitution, 1776, -1789, 1964

Bruntz and Bremer, American Government, 1965

Burkhart and Others, American Government: Clash of Issues, 1964

Heathcock, The United States Constitution in Perspective, 1963

Ludlum and Others, American Government, 1965

Magruder, American Government, 1966

McClenaghan, Our Government at Work, 1965

Meyers, Sources of the American Republic, Vols. 1&2, 1960

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Textbooks on the Approved Textbook List

Column 4 1966-67

Senior High School - Modern History

Honors and Regular

Becker, Modern History, 1964

Calderwood, Western Europe and the Common Market, 1963

Dawson, Menace to Freedom, 1962

Deutsch, America's Stake in Western Europe, 1962

Ebenstein, Totalitarianism, New Perspectives, 1962

Ebenstein, Two Ways of Life, 1966

Ebenstein, Today's Isma, 1964

Editors of Scholastic Book Services, The Soviet Union, 1962

_____, What You Should Know About Communism and Why, 1962

Hayes, Modern Times: The French Revolution to the Present, 1965

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966 - 1967 - Latin American History

Regular

Alexander, Latin America, 1964

Blanksten, The U.S. Role in Latin America, 1962

Madden, Latin America, Reform or Revolution, 1963

Steinberg, Latin America, Past, Present, Future, 1964

Wilgus and d'Eca, Latin American History, 1963

Honors

Alexander, Latin America, 1964

Blanksten, The U.S. Role in Latin America, 1962

Madden, Latin America, Reform or Revolution, 1963

Steinberg, Latin America, Past, Present, Future, 1964

Wilgus and d'Eca, Latin American History, 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966-1967 World History

. Regular

Merrill and Teall, Atlas of World History, 1965

Roehm, Buske, and Others, The Record of Mankind, 1965

Roseberg, Africa and the World Today, 1963

Stavrianos, A Global History of Man, 1962

Readings in World History, 1962

Wallbank and Schrier, Living World History, 1964

Welty, Man's Cultural Heritage, 1965

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966-1967 - World History

Basic (Experimental)

Ambramowitz, World History Study Lesson, 1962

Leinwand, The Pageant of World History, 1966

Merrill and Teall, Atlas of World History, 1965

Rogers, Adams, & Brown, The Story of Nations, 1965

Starvrianos, A Global History of Man, 1962

Readings in World History, 1962

General

Black, Our World History, 1965

Boak, Slosson and others, History of Our World, 1963

Eisen and Filler, The Human Adventure: Readings in World History, 1964

Fenton, 32 Problems in World History, 1964

Magenis and Appel, A History of the World 2nd Edition, 1963

Merrill and Teall, Atlas of World History, 1965

Roselle, A World History, 1966

Starvrianos, A Global History of Man, 1962

Readings in World History, 1962

Wallbank and Schrier, Living World History, 1964

Welty, Man's Cultural Heritage, 1965

Regular

Black, Our World History, 1965

Boak, Slosson and others, History of Our World, 1963

Eisen and Filler, The Human Adventure: Readings in World History, 1964

Fenton, 32 Problems in World History, 1964

Magenis and Appel, A History of the World, 2nd Edition, 1963

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4 - 1966 - 1967 - American History

Honors

Morris, Basic Documents in American History, No. 14, 1956

Muzzey and Link, Our Country's History, 1965

New Perspectives in American History Series:

Brown, The Hero and the People: The Meaning of Jacksonian Democracy, 1964

Padever, The Living U.S. Constitution, 1953

Parker & Others, Civil Liberties, Case Studies and the Law, 1965

Pearce, The White House: An Historic Guide, 1965

Plane and Greenberg, The American Political Dictionary, 1962

Platig, The U.S. and the Soviet Challenge, 1963

Platig, The U.S. and World Affairs, 1963

Problems In American History Series,

Cramar, The Causes of War, 1965

Iman, Labor In American Society, 1965

James, The Supreme Court In American Life, 1964

Mandelbaum, The Social Setting of Intolerance, 1964

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 4- 1966 - 1967 - American History

Regular

Plane and Greenberg, The American Political Dictionary, 1962

Platig, The U.S. and the Soviet Challenge, 1963

Platig, The U.S. and World Affairs, 1963

Problems In American History Series:

Cramar, The Causes of War, 1965

Iman, Labor In American Society, 1965

James, The Supreme Court In American Life, 1964

Mandelbaum, The Social Setting of Intolerance, 1964

Todd and Curti, Rise of the American Nation, 1966

Honors

Bedford, The Union Divides, Politics, Slavery, 1850-1861, 1963

Bragdon & McCutchen, History of a Free People, 1964

Cady, Literature of the Early Republic, 1960

Davies, The New Deal: Interpretations, 1964

Dawson, Freedom, America's Choice, 1962

Economic Forces in American History Series,

Babian, Problems of Prosperity and Leadership 1945-1964

Davis, The Growth of Industrial Enterprise 1860-1914

Gallman, Developing the American Colonies 1607-1783, 1964

McDougall, World Power and New Problems 1914-1930, 1964

North, Decisions That Faced the New Nation 1783-1820, 1964

Parker, Commerce, Cotton and Westward Expansion 1820-1863, 1964

Smolensky, Adjustments to Depression and War 1930-1945, 1964

Faulkner & Rosenthal, A Visual History of the U.S., 1961

Heffner, A Documentary History of the United States, 1965

Intercultural & Multi-Ethnic Series,

Clemons, The American Negro, 1965

Cuban, The Negro in America, 1964

King, Why We Can't Wait, 1964

Logan, Betrayal of the Negro, 1965

Quarles, Negro in the Making of America, 1964

Wade, The Negro in American Life, 1965

Meyars, Sources of the American Republic, Vol 1 & 2, 1960

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of History

Column 1 - 1966 - 1967 - American History-Regular

- Bedford, The Union Divides, Politics, Slavery, 1850-1861, 1963
- Bragdon & McCutchen, History of a Free People, 1964
- Cady, Literature of the Early Republic, 1960
- Canfield & Wilder, The Making of Modern America, 1964
- Davies, The New Deal: Interpretations, 1964
- Dawson, Freedom, America's Choice, 1962
- Economic Forces in American History Series,
Babian, Problems of Prosperity and Leadership 1945, 1964
Davis, The Growth of Industrial Enterprise 1860-1914
Gallman, Developing the American Colonies 1607-1783, 1964
McDougall, World Power and New Problems 1914-1930, 1964
North, Decisions That Faced the New Nation 1783-1820, 1964
Parker, Commerce, Cotton and Westward Expansion 1820-1863, 1964
Smolensky, Adjustments to Depression and War 1930-1945, 1964
- Faulkner & Rosenthal, A Visual History of the U.S., 1961
- Ganley, The Progressive Movement: Traditional Reform, 1964
- Heffner, A Documentary History of the United States, 1965
- Intercultural & Multi-Ethnic Series,
Clemons, The American Negro, 1965
Cuban, The Negro in America, 1964
King, Why We Can't Wait, 1964
Logan, Betrayal of the Negro, 1965
Quarles, Negro in the Making of America, 1964
Wade, The Negro in American Life, 1965
- Labaree, The Road to American Independence, 1963
- Meyars, Sources of the American Republic, Vol 1&2, 1960
- Morris, Basic Documents in American History, No. 14, 1956
- Muzzey and Link, Our Country's History, 1965
- New Perspectives in American History Series:
Brown, The Hero and the People: The Meaning of Jacksonian Democracy, 1964
Padever, The Living U.S. Constitution, 1953
Parker & Others, Civil Liberties, Case Studies, and the Law, 1965
Pearce, The White House: An Historic Guide, 1965

April 29, 1969

Mr. Julius Hobson
D. C. Public School Board
Presidential Building
Washington, D. C.

Dear Mr. Hobson:

"Mommy, the reading assistants at my school can't spell as good as I can!", so reported my ungrammatical daughter. She is 10 years old and attends Green Elementary School in Southeast Washington. As best she could, she gave her child's view of what these reading assistants are like. Together with her views and of those adults who are reading assistants; of those who are not reading assistants but are against the program; and of some of the teachers who are definitely against the program but are in fear of losing their jobs if they are too outspoken on the subject; here is what I have discovered about this Community Reading Assistants Program now being tried out in eight schools in Southeast:

- (1) Initially, only high school graduates were to be accepted. Few applied had high school diplomas. Finally those who passed the "test" were accepted;
- (2) Result: We had a CRA in Green School who did not go past the fourth grade (how did this one pass the test in the first place?);
- (3) We have a CRA who cannot even recognize a misspelled word when it is seen, and who insisted that a word be wrongly spelled for the benefit of the children simply because "that's the way it is in the book";
- (4) We have a CRA who doesn't know that the word "children" denotes the plural of "child" and instead pronounces it "childs", e.g., "I have two childs going to Green School";
- (5) We have a CRA who actually tried teaching children BLACK POWER in lieu of her true function as an assistant. If these children cannot read well on their own level, how can they be expected to understand all the ramifications of BLACK POWER?
- (6) These assistants are given two weeks orientation. This summer they are to receive two months more of orientation; a total of ten weeks to do the job it probably would take a specialist in reading problems to do in four to six years;

- (7) Most of these assistants are comprised of housewives. One could not get some of these same housewives to do volunteer work at the schools to assist the teachers in monitoring classrooms while the teachers were at meetings; monitoring the lunch rooms and play yard so the teachers can have a free hour of lunch of their own; clerical work; posting report cards, and countless other tedious but necessary duties ~~comprising~~ a teacher's work day;
- (8) The program doesn't even provide privacy for these "problem" readers. While they are "teaching" one or two slow reading pupils at the back of the classroom, the professional teacher is at the front of the room teaching the subject of the day. How distracting this must be for the legitimate teacher and the up-to-level students. How humiliating this must be for the "problem" student who has been singled out in the presence of his school mates that he has a problem he probably didn't understand he had in the first place. Most children want to belong; to be different is to be ostracized by their contemporaries. With maturity comes the realization that it isn't that important to be different. It may even prove an asset in later years for this is how we get our leaders, inventors, scientists, etc.

What of the teachers who have gone through years of training, who continue to go to school during summer vacations and at night to improve their technique, to learn new methods of teaching, new subjects, etc.? What of the teachers who have specialized in reading problems? A problem which has been established as being a psychological one -- these teachers are experts in child psychology, social work, are trained to gain the confidence of the slow reader; are trained to give confidence to the slow reader; who delve into home problems to get at the root of stuttering, speech defects both physical and psychological, poor command of the language as we speak it today. Is their training, money spent, meals gone without to get a Masters degree, Ph.D's and other degrees, gone to waste? Can a housewife come in with ten weeks of training and actually quarrel with a teacher (in the presence of the pupils) over awrongly spelled word because she honestly doesn't know any better? Can you think of a quicker way to break down the pupil's respect for the professional and non-professional teacher?

I don't doubt that most of the mothers are sincere but then there are those who have been most articulate on the money aspects of their job -- their sole reason for undertaking the job in lieu of volunteering.

One CRA has no patience with children and/or adults; yet her children are safely attending Catholic school getting at least a disciplined education.

Page 3 -
April 29, 1969
Mr. Julius Hobson

Another assistant has been reprimanded at least twice for devoting more time to flirting with the male teachers than she is giving to the students she is paid to assist.

And yet another assistant proceeds to inform the teachers of what she thinks is best for the students, overriding the authority of the professional every chance she gets.

Granted, Mr. Hobson, not all teachers are good teachers; not all mothers are good mothers. But good mothers don't necessarily make good teachers. One is not necessarily synonymous with the other.

Whatever happened to the Teachers' Aides who were required to have at least two years of college to do even the most menial jobs which would assist the teachers? Would they have not been more qualified? This money being spent to line the pockets of bored housewives could be spent in tape recorders, record players, more books for ^{school} libraries, more teachers. Would not the substitute teachers be the logical choice in assisting the full time teacher? I was informed by one teacher that for 1500 students at Green School, there is only one tape recorder and three to five record players -- all of which are in need of repair. I know for a fact that one teacher brings her own portable record player to use in her classroom.

I appeal to you to investigate the situation. I have obviously omitted names to "protect the innocent". I go so far as to report to you that a Teacher in Turner School who has children of her own attending Green School, was threatened if she continued to voice her objections to the program; even hints were thrown at her with regard to her children's welfare. This threat came from a woman who claims she is in charge of the entire program.

Another mother, Mrs. Barbara Foster, has been strongly against the program at its outset because she has a daughter who had a reading problem which was alleviated through attending a reading clinic. I do not have this problem -- yet. I do have a three year old who will attend school eventually. I do not foresee any problems with her along these lines, but who's to say she won't have a reading problem. I want her helped by proper personnel. I don't want an unqualified neighbor helping her. If this is the case then I would do well to help her myself. Certainly I am not qualified albeit I have a high school diploma.

Since this program is still in the experimental stages, perhaps you can intercede long enough to find out if these things I report are true. The foregoing specifically refers to Green School and Turner School. Perhaps you will find the other schools find the CRA's satisfactory; I doubt that it makes them any more qualified, however. A school board member informed the teachers that they might just as well accept the program as it is "here to stay". If the

Page 4 -
April 29, 1969
Mr. Julius Hobson

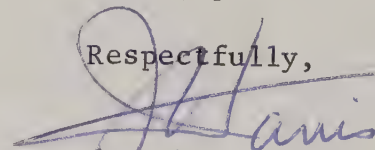
teachers have no say about it, at least let the mothers be heard without fear of intimidation.

In all this spirit of doing good for our children, the children have not truly been considered at all. God knows we all as a race need to make money in better jobs doing better things, but not at the expense of our children. Haven't we been exploited enough by others without exploiting our own, unintentionally though it may be?

We all want the best for our children, but if we accept less than the best then we deserve whatever our children become as adults. I, for one, do not want less than the best. Unfortunately, I cannot jerk out my children from the public school system to send them to private schools. Since I must utilize the public schools do I not have some say regarding my children's future? At least allow me to have my say against amateurs teaching my children, especially when it can mold them into deeper confusion and ignorance.

You have done so much already to bring to light the inequities of the D. C. School System. Won't you help us again, please?

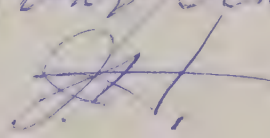
Respectfully,



(Mrs.) June Harris

3523 18th Street, Southeast, #304
Washington, D. C. 20020

P.S. I have delayed mailing this as Mrs. Foster and I were hoping to add the signatures of those mothers in agreement with our protest. However, our daily jobs & home schedules have made this impossible. At your convenience, any time or day, Mrs. Foster and I would like to discuss this and other school problems of major importance in person with you, if you would so honor us with a hearing. We shall gladly fit our schedules to yours.



COPY

COPY

COPY

CONCERNED CITIZENS FOR EXCEPTIONAL CHILDREN OF THE DISTRICT OF COLUMBIA

Membership consists of over 25 agencies servicing the blind, deaf, emotionally disturbed, retarded, children with learning disabilities, multiply handicapped, etc.

April 12, 1969

Dr. William Manning, Superintendent
District of Columbia Public Schools
12th & Pennsylvania Ave., N. W.
Washington, D. C.

Dear Dr. Manning:

We understand the department of Special Education has sent you a memo proposing that the tuition grant policy of the District Schools be reworded to state that grants be made available to "severely handicapped children for whom the public schools do not offer an adequate program of instruction." Heretofore, the policy covered only the severely emotionally disturbed, the deaf and the blind.

In October of last year, the D. C. Board of Education stated that its policy is to provide tuition grants for all handicapped children, including the mentally retarded, who cannot be adequately served by the District of Columbia public schools. (It is understood that these children are certified by the Department of Pupil Personnel Services as requiring special education and that it becomes the responsibility of the Department of Special Education to determine if private placement is necessary). The Board went on to specifically ask the Advisory Council, established to assist the aims of the newly created Department of Special Education, to advise on new criteria covering their endorsed extension of the tuition grant policy.

The Advisory Council is in the process of drawing up its proposal and we strongly recommend that action be held up until this proposal is presented.

Meanwhile, we of CCFC, emphasize our position--that a tuition grant criteria be adopted in full accordance with the Board's consensus of October 23, 1968 and be so worded as to cover all handicapped children for whom the public school does not have an adequate program of instruction.

Until such time as adequate public school programs are made available, the community must make full use of tuition grants (limited in themselves due to a scarcity of private facilities). The Children are waiting and each day are growing older and nearer to becoming public charges in one way or another.

It must be remembered that with adequate programs in the public school for all handicapped children, the time will come when only a very small minority will need the consideration of private education. In the meantime the children, and the Department of Special Education need the flexibility that can only be afforded them through the adoption of a broad policy.

Further, we urge that the District of Columbia Public Schools, establish an official, and legal definition of the term, handicapped children, following the definitions set forth in Public Law 88-164 of Federal Legislation concerning the handicapped; together with the added definition of Children with Learning Disabilities as set forth in the First Annual Report of the National Advisory Committee on Handicapped Children, issued January 31, 1968, by the U. S. Office of Education, Department of Health, Education and Welfare.

Sincerely yours,

Rose Paper,
Chairman
c/o Soldier's Home
Washington, D. C.

RP:RI

CC: Members of the Bd. of Education
Dr. Jackson
Dr. Millard
Mr. Wm. Rich

CONCERNED CITIZENS FOR EXCEPTIONAL CHILDREN OF THE DISTRICT OF COLUMBIA

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25 agencies servicing the
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disturbed, retarded, children
with learning disabilities,
multiply handicapped, etc.

April 12, 1969

Mr. John H. Treanor, Jr.
Member of Bd. of Education
District of Columbia Public Schools
1425 4th St., S. W.
Washington, D. C.

C
O
P
Y

Dear Mr. Treanor:

We would like to acquaint you with some of the educational needs of the handicapped child and the long journey that must be made within the District schools in order to service those needs. The subject considered in the enclosed copy of letter is only one aspect of the total picture. The greatest gain for the majority of these children will be made when good programs and settings are prescribed and maintained so that varying weaknesses can be strengthened and reinforced during their entire school life. Each day education is kept from them, their problems are compounded and society loses productive members.

Some of us in CCEC are parents of handicapped children, some are teachers, psychologists, etc. It would be helpful if we could acquaint ourselves with your views and aims for the education of the exceptional child. Also, we have much insight to offer which will be helpful to you as a board member.

A small representative group requests an appointment to meet with you, as chairman of the special education committee, and with your members, Mr. Hobson and Dr. Sessions, at the earliest possible moment convenient to you.

Hoping to hear from you soon, we remain

Sincerely yours,

(Mrs.) Rose Papper
c/o Soldier's Home
Washington, D. C.

RI
CC: Mr. Hobson
Dr. Sessions

School LG

Librarian's
Chart G

4/ 10-432

20-10-432
20-10-432

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 25, 1969

Mr. Julius W. Hobson, Chairman, Board of Education's
Committee to Study the Implementation of the Wright Decree
300 N Street, S. W. #510
Washington, D. C. 20024

Dear Mr. Hobson:

The attached Report (CHART G - SCHOOL LIBRARIES) is submitted as per the instructions of the Board of Education. The sources of data for the report are indicated in the report itself.

Several Special Schools and Services, which have libraries or which are a part of the D. C. Public School System are not included in the body of the report. Specifically, they are:

The STAY School at Spingarn.

Librarian, B, Brent, BA Degree, Salary \$7,840, funded
through ESEA, Title I - Hours - 3:30 - 9:45 p.m.

The Armstrong Adult Education Center

Total Books - 1960 - 4,000

Total Books - 1966 - 4,000

Total Books - 1968 - 4,000

Library Personnel - Parks, E., BA Degree, Salary - \$7,840

Total Square Feet - 700

Equipment and periodicals - None

Hours Open - 4:00 - 10:00 p.m.

Americanization Schools - No Library

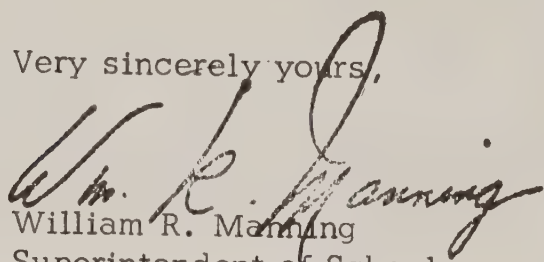
Boy's Junior-Senior High School - No Library

Capitol Page School - Funded directly by the Federal Government
No information available.

Your attention is directed to the fact that your chart did not include a request for books per pupil. This information is not available for elementary

school libraries in 1060. Information for FY 1968 is attached as a supplementary document.

Very sincerely yours,


William R. Manning
Superintendent of Schools

WRM/mgj

cc: James Coates, President
Anita Allen, Vice President
Muriel Alexander
Edward Hancock
Nelson Roots
Albert Rosenfield
John Sessions
Martha Swaim
Mattie Taylor
John Treanor, Jr.
Gertrude Williamson, Executive Secretary

SCHOOL LIBRARIES

SUPPORTING LIST OF ALL SOURCE DOCUMENTS USED IN DEVELOPING CHART G INFORMATION WITH EXPLANATORY NOTES AND COMMENTARY

COLUMN
NUMBER

- 1 NAME OF SCHOOL
- 2 TOTAL OF BOOKS PER LIBRARY: 1960
- 3 TOTAL OF BOOKS PER LIBRARY: 1966
- 4 TOTAL OF BOOKS PER LIBRARY: 1968
- 5 NAME OF EMPLOYEE

Source: Central office records maintained by the Office of Supervising Director of Libraries.

Explanatory Note: Factors influencing disparities of numbers of books between schools and/or fluctuations of figures for one school from year to year are:

- a. weeding
- b. loss
- c. worn-outs
- d. gifts
- e. parent assistance
- f. allotments based on number of pupils enrolled

- 6 DEGREE
- 7 SALARY

Source: Personnel Office payroll records for the month of February, 1969.

- 8 NUMBER OF PART-TIME ASSISTANTS*

Source: Building administrator's reports.

Explanatory Note: System-wide survey made November, 1969: "Status Report on D.C. Libraries."

- 9 NUMBER OF CARRELS

Source: Building administrator's reports.

Explanatory Note: System-wide survey made March, 1969: "School Library Report."

- 10 PHONOGRAPHS & EARPHONES:

Source: Building administrators' reports.

Explanatory Note: System-wide survey made November, 1968: "Status Report on D.C. School Libraries."

*See attached sheet for additional information.

11 TOTAL SQUARE FEET

Sources: Office of Building and Grounds estimated figures. Building administrators' reports (March, 1968).

12 OTHER

Source: Building administrators' reports (November, 1968).

Explanatory Note: By use of the term "other," reference is made to any one or to any combination of the following: filmstrips, filmstrip projectors, individual filmstrip views, slides, slide projectors, records, films, film projectors, transparencies, overhead projectors, opaque projectors, tapes, tape recorders, television, etc.

13 NUMBER CURRENT SUBSCRIPTIONS

14 NUMBER SUBSCRIPTION DATING BACK 1960 OR EARLIER

Source: Building administrators' reports (March, 1969).

Explanatory Note: In many instances, records for 1960 or earlier are not available since there were no elementary school librarians in 1960 and records are incomplete or missing.

15 HOURS OPEN: WEEKDAYS

16 HOURS OPEN: SATURDAY AND SUNDAY

17 HOURS OPEN: EVENINGS AND AFTER 5:00 PM

Source: Union Contract: "Agreement Between the Board of Education of the District of Columbia and the Washington Teachers' Union Local 6, American Federation of Teachers, AFL-CIO, January, 1969 – June, 1971."
STAY Program, Special Programs Director
Extended Day Schools, Supervising Director

Explanatory Note: The Extended Day School Program operates in Douglass, Hart Miller, and Terrell Junior High Schools. The Supervising Director reports that, "As a general practice, the school libraries have not been kept open after 4:30 p.m...."

At the elementary level there is only one librarian for each administrative unit. The following are the administrative units with one librarian each:

Carver-Smothers
Gage-Enckington
Hayes-Ludlow
Madison-Taylor

Langston-Slater
Montgomery-Morse
Edmonds-Peabody
Blow-Pierce

ADDITIONAL INFORMATION

SUBJECT: PART-TIME ASSISTANTS IN SCHOOL LIBRARIES

1. There are no paid library clerks in D.C. school libraries since the position of library clerk does not exist.
2. In Title I schools where teacher aides are assigned to a school, the aides are assigned sometimes to work in the library at the discretion of the principal on a part-time (or full-time) basis.

EXAMPLES: Garrison — 1 aide assigned full-time in library
 Goding — 1 aide assigned part-time in library

3. In some schools, students participating in the Work Scholarship Program or the Neighborhood Youth Program are assigned to work in the library for a few hours a day.

EXAMPLES:	<u>School</u>	<u>No. of Students</u>
	Cooke, H.D.	1
	Meyer	1
	Raymond	1
	Truesdell	1
	Hart	1
	Jefferson	1
	Dunbar	4
	Eastern	2
	McKinley	2

4. In one school, a part-time library assistant is paid from Follow Through funds (U.S. Office of Education program), and serves in a dual capacity as part-time office secretary and part-time library helper.

SCHOOL: Morgan Community School — 1 aide

5. In some schools where there are no librarian positions established, library volunteers operate the library on a part-time basis.

SCHOOLS:	Fillmore	Hyde	Oyster	Sumner
	Eaton	Jackson	Petworth	Takoma
	Grant	Janney	Shepherd	
	Hardy	Key	Stevens	
	Hearst	Mann	Stoddert	

6. In some schools staffed with trained librarians, part-time assistance is given by volunteers through the Urban Service Corps Program or through the Parents' Association.

EXAMPLES:	Amidon	Murch
	Barnard	Park View
	Bunker Hill	Randle Highlands
	Eckington	Stanton
	Gage	Tyler
	Grimke	Wilson, J.O.
	Keene	
	LaFayette	
	Monroe	Deal
	Montgomery	Paul
	Morgan	
	Morse	Woodrow Wilson

SOURCE: Building administrators' reports, November, 1968: "Status Report on D.C. School Libraries"; March, 1969: "School Library Report."

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART G

SCHOOL LIBRARIES

SENIOR HIGH SCHOOLS

Name of School	*Total Of Books Per Library			Library Personnel – FY 1969				Equipment/Space – FY 1969				**Periodicals			Hours Open	
	1960	1966	1968	Names of full-time employees	Degree	Salary	¹ No. of Pt. Time Assis.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun	Evenings after 5:00 PM
Anacostia	8,500	8,660	5,842	Leffall, D.,	Masters +30	\$11,900		1	No	1,035	Yes	83	30	8:45-3:15	No	
Ballou	Opened without books	6,864	9,418	Bryant, P.	Bachelor	8,400		0	No	1,815	Yes	82	50	"	"	
Cardozo	5,089	5,218	5,865	Meeks, L.	Masters +30	12,460		0	Yes	2,924	Yes	95	21	"	"	
				Walker, E.	Bachelor	8,400										
Coolidge	7,000	6,744	7,013	Crumbly, L.	Bachelor	8,400		0	No	1,260	Yes	94	0	"	"	
Dunbar	9,959	8,614	10,170	Jefferson, N. Littlejohn	Masters Masters	12,740 10,850		0	Yes	3,776	Yes	83	24	"	"	
Eastern	10,536	9,952	9,618	Cocroft, A. Honore', J.	Masters Bachelor	12,740 7,560		0 0	Yes	2,160	Yes	134+1	23	"	"	
McKinley	6,000	8,688	9,813	Taylor, G.	Masters	10,150		0	Yes	1,600	Yes	118	0	8:45-3:15	"	
Roosevelt	6,600	7,922	8,126	Schneiderman	Masters	9,450		0	No	1,107	Yes	81	24	"	"	
Spingarn	3,536	8,348	10,305	Hughes, O.	Masters +30	12,460 8,610		0	Yes	1,475	Yes	83	0	"	"	3:30- 2 9:45 pm
				Sullivan, R.	Masters +30	8,610 7,840 (Title I-ESEA)										
Western	5,700	5,669	8,749	Eastham, L.	Masters +30	13,090		0	No	2,164	Yes	60	17	"	"	
				Weinles, C.	Masters +30	8,050										
Wilson, W.	7,500	8,909	9,821	Campbell, M.	Masters +30	11,200		0	No	1,620	Yes	80+4	0	"	"	

*In compiling information, use same base date for each year.

**Figures in these columns denote subscriptions purchased from budgeted funds; plus signs indicate gift subscriptions.

¹ See information on cover sheet.

² Spingarn hours open 3:30 - 9:45 p.m. for STAY program.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D.C.

CHART G

SCHOOL LIBRARIES

VOCATIONAL SCHOOLS

2

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				Periodicals			Hours Open		
	1960	1966	1968	Names of full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM	
Bell		1,198	1,260	Welch, M.	Masters +30	\$13,090		0	No	495	Yes	27	10	8:45-3:15	Not opened		
Burdick		2,643	4,988	Coletti, J.	Masters	8,260		0	Yes	720	Yes	34 + 25	10	"	"		
Chamberlain		844	1,502	Snuggs, A.	Masters	8,820		0	No.	676	Yes	32 + 10	10	"	"		
Phelps		1,434	2,137	Lockett, E.	Masters	11,200		0	No	768	Yes	40	30	"	"		
Washington, M.M.		2,147	3,419	Stephenson, E.	Bachelor	7,840		0	Yes	548	Yes	28	2	"	"		

*In compiling information, use same base date for each year.

CHART G

SCHOOL LIBRARIES

JUNIOR HIGH SCHOOLS

3

Name of School	*Total of Books Per Library			Library Personnel — FY 1969				Equipment / Space — FY 1969				Periodicals		Hours Open	
	1960	1966	1968	Names of Full-time Employees	Degree	Salary	No. of Part-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.
Backus	Not	3,829	4,500	Roberts, A.	Bachelor	\$10,850		0	No	1,056	Yes	64	0	8:45—3:15	Not opened
Banneker	5,300	6,489	7,539	Morgan, R.	Masters	11,500		0	No	1,140	Yes	78	0	"	"
Browne	4,732	5,238	6,668	Sanders, J.	Bachelor	8,400		0	No	1,512	Yes	72 + 5	15	"	"
Deal	4,000	5,121	6,338	Reed, J.	Masters +30	11,900		0	Yes	1,512	Yes	62	32	"	"
Douglass	2,400	3,982	4,516	Smith, M.	Masters	8,540		0	No	1,000	No	53	28	"	"
Eliot	—	3,768	4,295	Barnes, O.	Bachelor	10,850		0	No	604	Yes	67	13	"	"
Evans	—	4,030	4,538	Bass, G.	Bachelor	10,850		0	No	1,248	No	51	43	"	"
Francis	4,100	4,899	5,350	Smith, J.	Masters	11,550		0	No	760	Yes	53	0	"	"
Garnet-Patterson	2,029	3,363	4,455	Saffell, D.	Bachelor	8,400		0	No	1,408	No	59	0	"	"
Gordon	5,200	3,989	5,275	Hubbard, A.	Bachelor	10,500		0	No	1,122	No	63	0	"	"
¹ Hamilton	—	—	—	Hardnett, C.	Masters	7,700		0	No	4,725	Yes	0	0	"	"
Hart	1,500	3,567	5,549	Barber, C.	Bachelor	9,800		0	No	1,680	No	94	7	"	"
Hine	4,797	6,675	8,775	Stroman, C.	Bachelor	8,750		0	No	1,420	Yes	57	0	"	"
Jefferson	2,700	3,491	4,177	Berry, J.	Bachelor	9,400		0	No	1,200	Yes	30	0	"	"
Kramer	5,000	3,950	5,041	Mitchell, E.	Bachelor	8,400		0	No	1,200	Yes	60	0	"	"
Langley	1,400	4,588	4,951	Holmes, A.	Bachelor	10,850		0	No	575	Yes	52	0	"	"
Lincoln	—	4,461	4,108	Sprow, C.	Bachelor	8,400		0	No	1,520	Yes	85	0	"	"
MacFarland	6,000	6,796	6,684	Brice, L.	Masters	11,550		0	No	760	Yes	65	0	"	"
Miller	3,000	5,758	6,448	Lewis, V.	Masters	11,550		0	No	720	No	54	15	"	"
Paul	5,400	7,620	8,579	Whitmire, G.	Bachelor	10,850		0	No	585	Yes	67	8	"	"
Rabaut	—	4,461	5,004	Clay, E.	Bachelor	8,120		0	Yes	1,520	Yes	80	0	"	"
Randall	3,500	4,383	5,157	Becton, E.	Bachelor	9,800		0	No	1,250	Yes	69	0	"	"
Roper	—	4,461	4,305	Garrett, R.	Bachelor	10,500		0	Yes	1,456	Yes	88	0	"	"

*In compiling information, use same base date for each year.

¹Hamilton Junior High School opened September, 1968.

CHART G - JUNIOR HIGH SCHOOL (Continued)

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				Periodicals		Hours Open		
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM
Shaw	5,200	5,226	7,159	Burnette, J.	Bachelor	\$ 7,280		0	No	864	Yes	66	55	8:45 — 3:15	Not opened	
Sousa	4,500	6,234	6,702	O'Connell, M.	Masters	10,500		0	Yes	1,280	Yes	70	0	"	"	
Stuart	4,500	7,006	6,583	Bellamy, L.	Bachelor	8,400		0	No	804	Yes	61	0	"	"	
Taft	3,541	3,820	5,377	Garber, J.	Bachelor	9,800		0	No	1,190	Yes	81	14	"	"	
Terrell	3,452	5,257	5,332	Rogers, P.	Bachelor	7,560		0	Yes	1,800	Yes	71	59	"	"	
Woodson	1,132	3,323	4,937	Holland, C.	Masters	9,800		0	No	989	Yes	71	50	"	"	

*In compiling information, use same base date for each year.

CHART G

SCHOOL LIBRARIES

ELEMENTARY SCHOOLS

Name of School	*Total Of Books Per Library			Library Personnel - FY 1969				Equipment/Space - FY 1969				Periodicals		Hours Open	
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Part-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM
Adams	—	355	1,104	Williams, D.	Bachelor	\$10,500		0	Yes	800	Yes	12	0	8:45-3:15	Not opened
Aiton	—	3,130	5,360	Gunn, C.	Bachelor	7,840		0	No	925	Yes	43	0	"	"
Amidon	—	3,869	5,227	Moser, M.	Bachelor	8,120		0	Yes	759	Yes	24	15	"	"
Bancroft	—	1,868	2,569	Spencer, J.	Bachelor	7,560		0	—	720	Yes	37	0	"	"
Barnard	—	1,570	3,925	Person, R.	Bachelor	7,560		0	No	651	Yes	34	0	"	"
Beers ²	1,900	670	1,518	Lawson, C.	Bachelor	7,560		0	No	147	No	31	0	"	"
Benning & Annex	—	368	996	Branch, E.	Bachelor	7,000		0	No	666	Yes	14	10	"	"
Birney	—	2,694	4,363	Hardy, C.	Bachelor	7,000		0	No	930	Yes	37	0	"	"
Blair	—	NO LIBRARY 1969 - SCHOOL CLOSED													
Blow	—	347	1,084	Ferguson, M.	Bachelor	7,840		0	No	1,100	Yes	14	0	"	"
Bowen	—	520	2,006	Organ, E.	Bachelor	8,750		0	No	1,419	Yes	23	0	"	"
Brent	—	2,075	2,062	Noctor, S.	Bachelor	7,840		0	Yes	1,084	Yes	8	6	"	"
Brightwood	1,536	3,169	4,493	Small E.	Masters	8,260		0	No	850	Yes	24	0	"	"
Brookland	—	386	414	Collins, R.	Masters	11,550		0	No	0	Yes	17	0	"	"
Bruce	—	564	1,287	Barnes, E.	Bachelor	8,750		0	No	792	Yes	18	18	"	"
Bryan	1,100	3,669	5,449	Cheely, E.	Bachelor	7,840		0	Yes	937	Yes	30	0	"	"
Buchanan	—	2,379	4,122	Earl, L.	Bachelor	10,500		0	No	756	Yes	25	0	"	"
Bundy	—	340	1,449	Hamlin, J.	Masters	10,850		0	No	507	Yes	15	0	"	"
Bunker Hill	700	2,651	3,909	Lawrence, P.	Bachelor	12,040		0	Yes	609	Yes	45	0	"	"
Burroughs	—	2,218	3,233	Wilson, E.	Bachelor	7,000		0	No	1,500	No	32	0	"	"
Burrville	—	2,371	3,222	Cook, J.	Bachelor	7,000		0	No	600	Yes	24	0	"	"
Carver	—	353	597	McCarthy, C.	SEE SMOTHERS			0	No	726	Yes	13	0	"	"
Clark	—	—	1,040	Mauney, G.	Masters	9,800		0	No	1,166	Yes	31	0	"	"
Cleveland	—	630	1,490	Wallace, B.	Bachelor	8,750		0	No	408	No	23	0	"	"
Congress Heights & Annex	—	578	2,189	Alexander, J.	Bachelor	8,120		0	No	621	Yes	31	0	"	"
Cook, J.F.	—	611	1,679	Ferguson, M.	Bachelor	7,000		0	No	1,040	Yes	26	0	"	"
Cooke, H.D.	500	3,909	4,821	Cole, J.	Bachelor	12,040		0	No	704	Yes	32	0	"	"
Crummell	—	509	909	Young, J.	Bachelor	7,280		0	Yes	792	Yes	17	0	"	"
Davis	460	1,964	3,692	Moore, V.	Bachelor	10,850		0	No	3,000	Yes	77	0	"	"
Draper	—	952	2,535	Lacy, B.	Bachelor	9,800		0	No	930	Yes	39	7	"	"

*In compiling information, use same base date for each year.

²New Library to be ready in fall - 1969.

CHART G — ELEMENTARY SCHOOLS (Continued)

Name of School	*Total of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				Periodicals		Hours Open	
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Part-time Assts.	Number Carrels	Photographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM
Drew	—	833	4,011	Wilson, R.	Bachelor	\$ 9,100		0	No	715	Yes	44	0	8:45—3:15	Not opened
Eaton	—	533	3,609	NO LIBRARIAN		—		0	No	989	No	17	0	"	"
Eckington	—	350	1,280	Bragg, J.	SEE GAGE			0	No	261	Yes	10	6	"	"
Edmonds	—	364	722	Alexander, J.	Bachelor	7,000		0	No	Est.600	Yes	11	0	"	"
Emery	—	3,504	4,290	Reynolds, A.	Masters +30	9,450		0	Yes	1,100	Yes	26	0	"	"
Fillmore	—	764	1,568	NO LIBRARIAN				0	Yes	Est.700	No	5	0	"	"
Gage	—	1,070	1,814	Bragg, J.	Bachelor	9,100		0	Yes	Est.700	Yes	16+1	0	"	"
Garfield	—	943	2,786	Lewis, F.	Bachelor	9,450		0	Yes	432	Yes	38	0	"	"
Garrison	—	5,225	6,482	Griffin, E.	Bachelor	9,100		0	Yes	1,501	Yes	38	0	"	"
Gibbs	—	888	3,470	Moore, J.	Masters	11,550		0	No	1,080	Yes	37	0	"	"
Giddings	—	5,671	5,090	Watkins, A.	Masters	10,500		0	No	726	Yes	17	11	"	"
Goding	—	6,225	6,410	Days, S.	Masters	8,820		0	No	Est.700	Yes	40	0	"	"
Grant	—	350	1,300	NO LIBRARIAN				0	No	936	No	7	3	"	"
Green	—	2,134	3,374	Cotton, S.	Bachelor	12,040		0	No	1,544	Yes	43	0	"	"
Grimke	500	720	1,121	Cross, D.	Bachelor	7,560		0	Yes	888	Yes	32	15	"	"
Hardy	850	1,564	2,738	NO LIBRARIAN				0	No	1,040	No	5+2	0	"	"
Harris	—	2,219	3,773	Harris, M.	Bachelor	7,560		0	No	656	Yes	34	0	"	"
Harrison	—	1,454	2,566	Howerton, A.	Bachelor	8,400		0	Yes	Est.350	Yes	22	0	"	"
Hayes	—	312	886	Austin, F.	Bachelor	9,100		0	No	152	Yes	10	0	"	"
Hearst	1,000	1,319	2,124	NO LIBRARIAN				0	No	688	No	10+3	0	"	"
Hendley	200	2,219	4,500	Krueger, E.	Bachelor	7,500		0	No	Est.1,100		55	0	"	"
Houston	—	1,392	2,750	Law, C.	Bachelor	7,000		0	No	775		34	0	"	"
Hyde	—	754	1,289	NO LIBRARIAN				0	No	Est.700	No	7	0	"	"
Jackson	—	433	1,406	NO BIRARIAN				0	No	Est.800	No	5	0	"	"
Janney	1,900	1,414	2,317	NO LIBRARIAN				0	No	931	No	7+4	4	"	"
Keene	1,329	2,475	4,757	Dowling, B.	Masters	7,980		0	No	616	Yes	21	10	"	"
Kenilworth	—	3,616	4,162	Bethel, A.	Bachelor	10,850		0	Yes	Est.700	Yes	37	0	"	"
Ketcham & Annex	—	562	1,750	Carr, B.	Bachelor	7,000		0	No	Est.700		36	0	"	"
Key	—	540	2,578	NO LIBRARIAN				0	No	748	Yes	6	0	"	"
Kimball	—	2,805	2,993	Dyson, E.	Bachelor	10,150		0	Yes	150	Yes	42	0	"	"
Kingsman	—	881	2,128	Rucker, C.	Bachelor	9,450		0	No	Est.800	No	32	0	"	"
Lafayette	4,000	4,535	5,796	Haefele, R.	Bachelor	7,280		0	No	1,098	Yes	20+1	0	"	"
Langdon	—	656	1,614	Tersoff, K.	Masters	7,980		0	No	420	Yes	31	0	"	"
Langston	—	364	1,064	Greene, N.	Masters	10,500		0	No	Est.500	No	10	0	"	"
LaSalle	1,200	5,000	6,614	Weaver, A.	Masters	9,450		0	Yes	980	Yes	17+8	0	"	"

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CHART G — ELEMENTARY SCHOOLS (Continued)

Name of School	*Total of Books Per Library			Library Personnel - FY 1969			Equipment/Space - FY 1969				Periodicals		Hours Open			
	1960	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Photographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun.	Evenings after 5:00 PM
Lennox & Annex	---	443	1,862	Webb, B.	Bachelor	\$ 8,400		0	No	600	Yes	26	0	8:45-3:15	Not opened	
Lewis	---	2,345	3,375	Ramsunder, N.	Bachelor	9,450		0	No	600	Yes	27	0	"	"	
Logan	---	2,445	2,462	Capehart, G.	Masters	7,700		0	Yes	540	Yes	39+1	0	"	"	
Lovejoy	---	2,322	2,569	Abernethy, J.	Bachelor	7,840		0	No	880	Yes	27	0	"	"	
Ludlow	---	320	948	Austin, F.	SEE HAYES			0	No	260	Yes	8	0	"	"	
Madison	---	317	1,151	Blake, R.	Bachelor	8,750		0	No	Est. 600	No	12	0	"	"	
Mann	1,000	313	951	NO LIBRARIAN				0	No	672	No	9	3	"	"	
Maury	---	733	2,341	Mann, L.	Bachelor	7,280		0	No	512	Yes	15	0	"	"	
McGogney	---	2,141	2,816	Campbell, M.	Bachelor	7,840		0	No	925	Yes	42	0	"	"	
Merritt	---	490	1,450	Houchin, M.	Masters	7,980		0	No	475	Yes	20	0	"	"	
Meyer	---	1,570	3,570	Paris, V.	Bachelor	8,750		0	No	458	Yes	55	0	"	"	
Miner	---	2,561	3,225	Schonberg, P.	Bachelor	7,280		0	No	Est. 700	Yes	35	0	"	"	
Monroe	---	1,540	2,712	Vaughn, W.	Bachelor	7,560		0	Yes	442	Yes	22	0	"	"	
Montgomery	---	3,454	4,026	Richardson, M.	Masters +30	12,460		0	Yes	Est. 500	Yes	23	0	"	"	
Morgan	---	673	2,541	Blackman, N.	Bachelor	7,280		0	No	500	Yes	46	0	"	"	
Morse	---	96	872	SEE MONTGOMERY				0	Yes	600	Yes	8	0	"	"	
Moten	---	1,806	1,468	Lucas, T.	Bachelor	9,100		2		1,100	Yes	49	49	"	"	
Mott	---	657	2,454	Goodman, M.	Bachelor	10,150		0		800	Yes	32	0	"	"	
Murch	2,000	3,338	5,147	Skartvedt, M.	Bachelor	10,150		2 gifts		1,008	Yes	22+8	0	"	"	
Nalle	---	578	1,931	Alston, F.	Bachelor	7,840		0		880	Yes	24	12	"	"	
Nichols Avenue	---	562	1,121	NO LIBRARIAN										"	"	
Noyes	---	722	2,560	Parker, C.	Bachelor	10,850		0		Est. 770	Yes	29	0	"	"	
Orr	---	367	656	Heath, M. 1/2 time	Bachelor	3,500		0	Yes	200	Yes	13	0	"	"	
Oyster	---	1,711	2,486	NO LIBRARIAN				0	No	700	Yes	9	0	"	"	
Park View	---	871	3,901	LaSaine, D.	Bachelor	9,100		0	Yes	880	Yes	32	0	"	"	
Patterson	550	1,034	2,906	Klein, E.	Bachelor	9,100		0	No	568	Yes	38	0	"	"	
Payne	---	631	1,483	Bush, D.	Bachelor	7,840		0	No	651	Yes	21	10	"	"	
Peabody	---	1,138	1,557	Alexander, J.	SEE EDMONDS			0	No	Est. 250	Yes	12	0	"	"	
Perry	---	376	764	NO LIBRARIAN				0	No	216	No	12	0	"	"	
Petworth	---	634	1,644	NO LIBRARIAN				0	No	Est. 700	No	23	0	"	"	
Pierce	---	542	1,151	Ferguson, M.	SEE BLOW			0	No	0	No	10	0	"	"	
Plummer	---	3,823	4,735	Mials, E.	Bachelor	10,500		0	Yes	927	Yes	40+1	0	"	"	
Powell & Annex	---	1,279	3,636	Waters, F.	Bachelor	10,150		0	Yes	663	Yes	20+2	0	"	"	
Randle Highlands	---	686	1,512	Wacks, T. 1/2 time	Bachelor	3,500		0	Yes	336	Yes	15	0	"	"	

*In compiling information, use same base date for each year.

CHART G — ELEMENTARY SCHOOLS (Continued)

Name of School	*Total Of Books Per Library			Library Personnel — FY 1969				Equipment/Space — FY 1969				Periodicals		Hours Open		
	19 60	1966	1968	Names of Full-time employees	Degree	Salary	No. of Pt.-time Assts.	Number Carrels	Phonographs and Earphones	Total Sq. Ft.	Other	Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Week Days	Sat. & Sun. 5:00 PM	Evenings after 5:00 PM
Raymond	—	744	2,623	Vann, L.	Bachelor	\$ 8,400		0	Yes	1,056	Yes	38	0	8:45—3:15	Not opened	
Richardson	775	862	2,516	Robinson, J.	Bachelor	8,120		0	No	700	No	34	0	"	"	
River Terrace	—	684	2,995	Young, C.	Masters	7,980		0	No	696	Yes	18	0	"	"	
Rudolph	—	2,066	4,632	Harrison, R.	Bachelor	12,040		0	Yes	777	Yes	50	0	"	"	
Savoy	—	—	Opened	Farmer, M.	Bachelor	7,560		0	Yes	1,100	Yes	32	0	"	"	
Seaton	—	323	654	NO LIBRARIAN				0	No	0	No	7	0	"	"	
Shadd	—	639	2,687	Williams, E.	Bachelor	10,850		0	Yes	700	Yes	31	0	"	"	
Shepherd	1,803	3,490	4,557	NO LIBRARIAN				0	No	792	Yes	23	0	"	"	
Simmons	—	3,363	5,169	Herring, D.	Bachelor	8,750		0	Yes	966	Yes	20	0	"	"	
Simon	300	1,104	2,787	Yancey, J.	Bachelor	7,840		0	No	Est.800	Yes	40	0	"	"	
Slater	—	328	1,044	Greene, N.	SEE LANGSTON			0	Yes	594	Yes	9	0	"	"	
Slowe	—	397	1,499	Collins, R.	SEE BROOKLAND			0	No	1,092	Yes	33	0	"	"	
Smothers	—	2,394	2,449	McCarthy, R.	Masters	10,850		0	No	1,008	Yes	21	0	"	"	
Stanton	1,175	2,206	5,601	Yettegren, D.	Bachelor	10,850		0	No	882	No	39	0	"	"	
Stevens	—	309	1,131	NO LIBRARIAN				0	No	890	No	15	7	"	"	
Stoddert	506	450	2,321	NO LIBRARIAN				0	No	672	Yes	9	0	"	"	
Summer	—	347	794	NO LIBRARIAN				0	No	430	No	8	5	"	"	
Syphax	—	3,817	3,591	Russ, F.	Bachelor	7,000		0	No	1,280	Yes	24	10	"	"	
Takoma	—	564	1,574	NO LIBRARIAN				0	No	Est.500	No	22	0	"	"	
Taylor	—	1,614	1,830	Blake, R.	SEE MADISON			0	No	Est.700	No	20	0	"	"	
Thomas	—	599	1,135	Jackson, N.	Bachelor	10,150		0	Yes	750	Yes	27	11	"	"	
Thomson	—	566	1,647	NO LIBRARIAN				0	No	720	No	19	0	"	"	
Truesdell	2,000	1,603	4,579	Simmons, W.	Masters	9,800		0	Yes	892		43	0	"	"	
Turner	—	592	2,248	Standard, W.	Bachelor	10,150		0	No	720	Yes	29	0	"	"	
Tyler	—	2,409	4,088	Edwards, W.	Masters	11,200		0	No	1,100	Yes	35	0	"	"	
Van Ness	2,070	3,566	3,458	Hunter, V.	Masters	11,200		0	No	848	No	29	0	"	"	
Walker Jones	—	4,121	4,095	Wilson, R.	Bachelor	8,210		0	Yes	903	Yes	26	0	"	"	
Watkins	—	4,729	3,800	Armstrong, A.	Bachelor	9,450		0	Yes	630	Yes	30	0	"	"	
Webb	—	1,835	3,694	Carpenter, B.	Bachelor	7,280		0	Yes	Est.700	Yes	32	0	"	"	
West	—	698	1,972	Burris, L.	Masters	11,556		0	No	0	No	26	0	"	"	
Wheatley	—	2,416	4,420	Martin, H.	Bachelor	12,040		0	No	1,175	Yes	32	0	"	"	
Whittier	—	2,698	5,596	Jackson, L.	Bachelor	8,120		0	Yes	686	Yes	39	0	"	"	
Wilson, J.O.	—	2,570	4,128	Moosavi, M.	Bachelor	7,840		0	No	744	Yes	36	0	"	"	
Woodridge	—	699	3,075	Woods, L.	Bachelor	8,750		0	No	550	Yes	25	0	"	"	
Young	—	1,352	4,073	Glaude, P.	Bachelor	11,410		0	Yes	988	Yes	53	0	"	"	

*In compiling information, use same base date for each year.

EMERGENCY COMMITTEE FOR THE ADAMS SCHOOL

Mr. Julius Hobson
300 M St., S.W. #510
Washington, D.C. 20024

April 14, 1969

Dear Mr. Hobson:

The Emergency Committee for the Adams School, representing John Q. Adams Elementary School parents and members of the Adams School community, earnestly solicit your attendance, as elected members of the D.C. School Board, at a special meeting on Sunday afternoon, April 20, at 3:00 p.m. at St. Margaret's Church, Connecticut and Florida Avenues, N.W. As parents and citizens, we have called this public meeting to bare the intolerable conditions at the Adams School which include, along with an unacceptably low quality of instruction in many of the classes, innumerable instances of brutalization of young children in the name of so-called discipline. To date, our calls for change at Adams School have been met with rebuffs by the Adams School administration and by indifference by the downtown school administration. Indeed, the Adams School administration has defended its practices and has advised us to take our children elsewhere if we do not like what we are getting at Adams.

We would deeply appreciate your attendance at the meeting on April 20 to hear the facts for yourselves. We invite you also to attend a press conference at 9:30 a.m. on Friday, April 18 on the sidewalk outside the Adams School at 19th and California Street, N.W.

Sincerely,



Mrs. Hazel Overby, Chairman
Address: 1517 Webster St., N.W.
Telephone: 291-9192

EMERGENCY COMMITTEE FOR THE ADAMS SCHOOL

A SPECIAL MEETING OF VITAL IMPORTANCE

OPEN TO ALL

SUNDAY AFTERNOON, APRIL 20 at 3:00 PM

ST. MARGARET'S CHURCH: CONNECTICUT AND FLORIDA AVES. NW

(across from the Drug Fair)

IF YOU CARE ABOUT WHAT KIND OF EDUCATION OUR CHILDREN IN OUR COMMUNITY ARE GETTING AT THE JOHN QUINCY ADAMS ELEMENTARY SCHOOL ON 19TH STREET, WON'T YOU PLEASE ATTEND . . . THE SAD TRUTH IS THAT WHILE READING AND OTHER BASIC SKILLS DECLINE, CHILDREN ARE BRUTALIZED BY TEACHERS AT ADAMS, THAT FIVE-YEAR-OLD KINDERGARTNERS HAVE EVEN HAD THEIR MOUTHS TAPED OVER IN THE NAME OF SO-CALLED DISCIPLINE . . . THIS GOES ON WHILE AT THE SAME TIME OUR CHILDREN'S NATURAL EAGERNESS TO LEARN IS EVERY DAY SQUASHED . . . THE MANY ADAMS PARENTS WHO ARE FIGHTING FOR A QUALITY EDUCATIONAL PROGRAM ARE TOLD BY THE SCHOOL AUTHORITIES TO MIND THEIR OWN BUSINESS OR TAKE THEIR KIDS ELSEWHERE IF THEY DON'T LIKE WHAT THEY'RE GETTING AT ADAMS . . . THE DOWNTOWN ADMINISTRATION IS NO BETTER . . . THEIR ONLY RESPONSE IS TO OFFER "EXPLANATIONS" AS TO WHY THEY CAN'T DO ANYTHING ABOUT THE INTOLERABLE SITUATION AT ADAMS . . . OUR CHILDREN, ALL OUR CHILDREN, ARE AT STAKE . . . IF WE PUSH FOR CHANGE, IF WE MAKE OUR VOICES HEARD, AS PARENTS AND AS CITIZENS, WE CAN BRING CHANGE . . . BUT WE MUST DO IT TOGETHER . . . WE NEED YOUR HELP.

The time and place again: Sunday afternoon, April 20, at 3:00 pm

St. Margaret's Church, Conn. and Florida Aves. NW

EMERGENCY COMMITTEE FOR THE ADAMS SCHOOL

Mrs. Hazel Overby, Chairman

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The time and place again: Sunday afternoon, April 20, at 3:00 pm

St. Margaret's Church, Conn. and Florida Aves. NW

EMERGENCY COMMITTEE FOR THE ADAMS SCHOOL

Mrs. Hazel Overby, Chairman

COPY MAY 1968

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON, D.C. 20003

EVERETT A. HEWLETT, PRESIDENT
ANITA FORD ALLEN, VICE PRESIDENT
BENJAMIN H. ALEXANDER
JULIAN R. DUGAS
EUPHEMIA L. HAYNES
ALBERT A. ROSENFELD
JOHN A. SESSIONS
CARL C. SMUCK
ANN HAYNES STULTS
GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

April 19, 1968

To the Organized Citizenry and Parents:

At its regular meeting on Wednesday, April 17, 1968, the Board of Education received the maps proposed by the School Boundary Committee and agreed to release them to parents and the public for reaction and evaluation.

As an interested parent and/or citizen we feel certain that you would be interested in the secondary school boundaries proposed for September 1968. We also feel that you would like the opportunity to express your reactions at one of the public meetings scheduled to permit the Board of Education to obtain community feelings with reference to the proposed school boundaries.

The Board of Education, therefore, is inviting the public to react to the new secondary school boundaries at public meetings scheduled in the senior high schools listed below:

April 23, 1968 - 7:30 p.m. at Anacostia High School
Anacostia High School Community
Ballou High School Community
Spingarn High School Community

April 25, 1968 - 7:30 p.m. at McKinley High School
Dunbar High School Community
Eastern High School Community
McKinley High School Community

April 29, 1968 - 7:30 p.m. at Roosevelt High School
Cardozo High School Community
Coolidge High School Community
Roosevelt High School Community

April 30, 1968 - 7:30 p.m. at Wilson High School
Wilson High School Community
Western High School Community

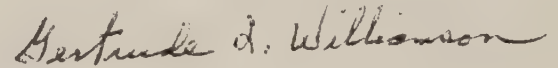
We should remind you that recent Board of Education policies require that all statements to be presented be in writing and that copies of the statement be made available to the Board of Education. The Board of Education will permit speakers to speak in the order of their appearance as determined by numbers

April 19, 1968

issued at the entrance to the auditorium. At these four meetings it will not be necessary to notify the Secretary of the Board of Education prior to speaking at these meetings.

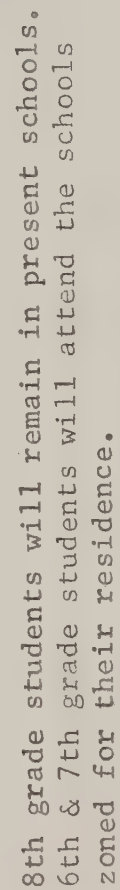
The proposed secondary school boundary maps are enclosed with this communication for your information. We hope that they will be helpful in preparing your presentation.

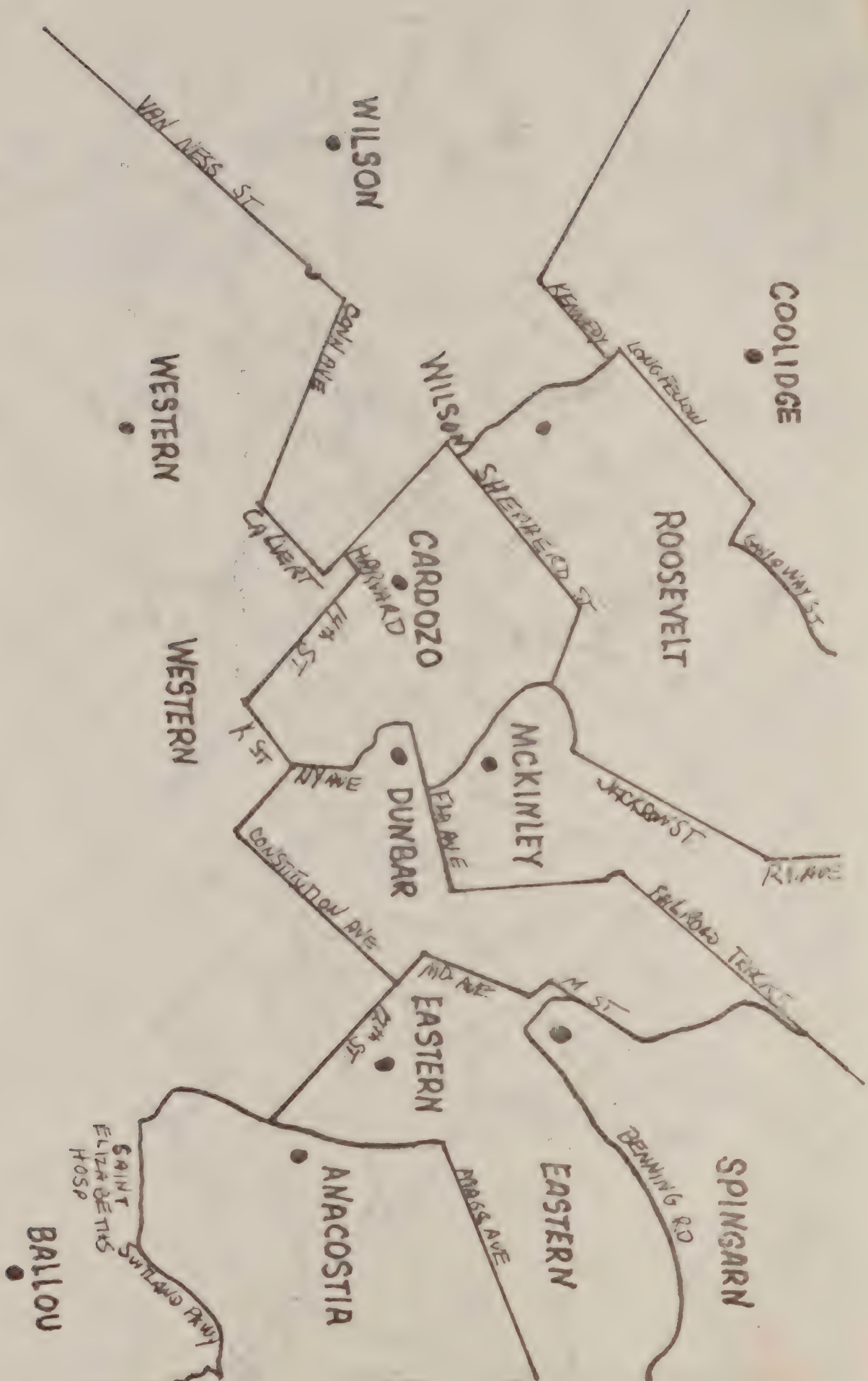
Very sincerely yours,

A handwritten signature in cursive script that reads "Gertrude L. Williamson".

Gertrude L. Williamson
Executive Secretary
Board of Education

Enclosure





PROVISIONAL SR. HIGH BOUNDARIES FOR SEPT. 1968

11th grade students will remain in present schools.
9th & 10th grade students will report to the schools
zoned for their residence.

SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12th Street, N.W.
Washington, D. C. 20004

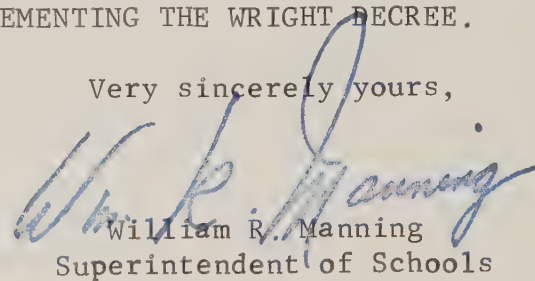
April 21, 1969

To the Members of the Board of Education
of the District of Columbia

Ladies and Gentlemen:

For your information, attached is a copy of the presentation made by Mr. Henley at the Administrative Briefing held on Tuesday, March 11, 1969, entitled IMPLEMENTING THE WRIGHT DECREE.

Very sincerely yours,



William R. Manning
Superintendent of Schools

cc: Mrs. Williamson

Attachment

IMPLEMENTATION OF THE WRIGHT DECREE

On June 19, 1967, Judge J. Skelly Wright rendered a decision in the Hobson v. Hansen court case. Judge Wright, a Judge in the United States Court of Appeals for the District of Columbia, was sitting by Designation for the United States District Court for the District of Columbia. The general finding contained in Judge Wright's opinion was that we, as a school system, had been unconstitutionally depriving the District's Negro and poor public school children of their right to an educational opportunity equal to the white and more affluent public school children.

In support of this conclusion the court made the following principal findings of fact:

1. Racially and socially homogeneous schools damage the minds and spirit of all children who attend them - the Negro, the white, the poor and the affluent - and block the attainment of the broader goals of democratic education, whether the segregation occurs by law or by fact.
2. The scholastic achievement of the disadvantaged child, Negro and white, is strongly related to the racial and socio-economic composition of the student body of his school.
3. The Board of Education, which is the statutory head of the public schools in the District, is appointed pursuant to a quota system which, until 1962, for over half a century had limited the Negro membership of the nine-man Board to three.
4. Adherence to the neighborhood school policy by the School Board effectively segregates the Negro and the poor children from the white and the more affluent children in most of the District's public schools. This neighborhood school policy is relaxed by the Board through the use of optional zones for the purpose of allowing white children, usually affluent white children, "trapped" in a Negro school district, to "escape" to a "white" or more nearly whiteschool.
5. The teachers and principals in the public schools are assigned so that generally the race of the faculty is the same as the race of the children.
6. The median annual per pupil expenditure (\$292) in the predominantly (85 - 100%) Negro elementary schools in the District of Columbia has been a flat \$100 below the median annual per pupil expenditure for its predominantly (85 - 100%) white schools (\$392).
7. Generally the "white" schools are under-populated while the "Negro" schools generally are overcrowded. Moreover, all of the white elementary schools have kindergartens. In addition to being overcrowded and short on kindergarten space, the school buildings in the Negro slums are ancient and run down.

8. As they proceed through the Washington school system, the reading scores primarily of the Negro and poor children, but not the white and middle class, fall increasingly behind the national norm. By senior high school the discrepancy reaches several grades.

9. The track system as used in the District's public schools is a form of ability grouping in which students are divided in separate, self-contained curricula or tracks ranging from "Basic" for the slow student to "Honors" for the gifted.

10. The aptitude tests used to assign the children to the various tracks are standardized primarily on white middle class children. Since these tests do not relate to the Negro and disadvantaged child, track assignment based on such tests relegates Negro and disadvantaged children to the lower tracks from which, because of the reduced curricula and the absence of adequate remedial and compensatory education, as well as continued inappropriate testing, the chance of escape is remote.

11. Education in the lower tracks is geared to what the creator of the track system calls the "blue collar" student. Thus, such children, so stigmatized by inappropriate aptitude testing procedures, are denied equal opportunity to obtain the white collar education available to the white and more affluent children.

To correct the racial and economic discrimination found in the operation of the public school system, the court issued a decree ordering:

1. An injunction against racial and economic discrimination in the public school system.

2. Abolition of the track system.

3. Abolition of the optional zones.

4. Transportation for volunteering children in overcrowded school districts east of Rock Creek Park to underpopulated schools west of the Park.

5. The defendants, by October 2, 1967, to file for approval by the court a plan for pupil assignment eliminating the racial and economic discrimination found to exist in the operation of the Washington public school system.

6. Substantial integration of the faculty of each school beginning with the school year 1967-1968.

7. The defendants, by October 2, 1967, to file for approval by the court a teacher assignment plan fully integrating the faculty of each school.

CHRONOLOGY OF ACTIONS

1. On July 1, 1967, the Board of Education met for its initial organizational meeting. It contained three new members.

2. On July 1, 1967, the Board of Education met a second time "for the purpose of discussing the position of the Board relative to Judge Wright's decision and to take action thereon." In this meeting the Board:

a. Carried the motion "that the Board of Education of the District of Columbia not appeal the decision of Judge Wright in the case of Hobson v. Hansen, et al; that the Corporation Counsel, as lawyers for the Board of Education, be empowered to seek and to take proper steps to amend the decree as issued by Judge Wright so as to allow the Board sufficient time to rely upon reliable educators as consultants, said time of extension to be January 2, 1968."

b. Carried the motion "that the Superintendent as an employee of the District of Columbia Board of Education, be ordered not to take any action inconsistent with the motion just passed by the Board; that is to say, not appeal the decision rendered in the case of Hobson v. Hansen, et al."

3. On July 10, 1967, the Board of Education scheduled a meeting for July 14, 1967, to consider "steps to be taken to implement the decree of Judge Wright."

4. On July 14, 1967, the Board of Education agreed to draft an overall statement of policy and directed the administration to develop plans for the implementation of the Wright decree.

At a meeting on July 28, 1967, the Board approved these tentative plans. On August 18, the Acting Superintendent submitted to the Board a report on steps taken by the administration to implement proposals adopted by the Board on July 28.

These proposals contained the following recommendations:

1. That the track system be abolished immediately.

2. That the school system move to a program of individualized instruction to replace the track system.

a. Elementary Schools (organizational plans)

- (1) nongraded primary
- (2) Joplin plan
- (3) intermediate team teaching
- (4) junior primary
- (5) dual progress
- (6) multi-grade grouping

Manning Statement re Steps for implementing Wright Decree

b. Secondary Schools

- (1) students assigned to sections without reference to ability level
- (2) individualized programming
- (3) advanced courses made available to students in all schools

c. Preparation of Staff

- (1) workshops in individualized instruction, under the direction of D. C. Teachers College, in 6 centers throughout the city
- (2) opening of school delayed two days in order that new program organizations could be established geared toward individualization of instruction

3. That teachers be assigned on a race-conscious basis.

4. That children be bussed from overcrowded schools in the Southeast to under-capacity schools west of the Park.

5. That all optional boundaries be eliminated.

On October 2nd, a compliance report was submitted to Judge J. Skelly Wright, by the Board of Education, as requested in his decree dated June 19, 1967. This report gave evidence of the Board's compliance with all of the court's orders, with two exceptions. Specifically, it showed that the Board had in fact:

1. Adopted a policy in keeping with the court's order permanently enjoining them from discriminating on the basis of racial or economic status in the operation of the school system.

2. Abolished the track system and reorganized all elementary and secondary schools to facilitate a system-wide move to a program of individualized instruction.

3. Initiated a plan for transporting volunteering children from over-populated schools east of Rock Creek Park to under-populated schools west of Rock Creek Park.

4. Abolished all optional zones including: Wilson-Western-Roosevelt; Cardozo-Western; Dunbar-Western; Gordon-Macfarland; Gordon-Banneker; and Powell-Hearst.

5. Promoted the integration of faculties by assigning new teachers to schools on a color-conscious basis, by seeking volunteers willing to transfer to schools where faculties were predominantly of the opposite race, and by assigning teachers needed for the increased enrollments west of Rock Creek Park on a color-conscious basis.

Permission was granted the Board to submit reports on long-range plans for pupil assignment and long-range plans for teacher assignment by January 2, 1968. The plans submitted on that date were based on many considerations which included the recommendations in the Passow report, negotiations with the local Teachers' Union, recent experiences in assigning teachers and in transporting children, teacher and pupil morale, experiences of other cities attempting to promote teacher and pupil integration, as well as the effectiveness of the plans in achieving the purposes of the court without disrupting the educational programs of the school system.

Beginning with November 3, 1967, at roughly two-week intervals, the administrative staff secured from the principals of the elementary, junior high and senior high schools, reports on the racial composition of their faculties as well as any changes that might have occurred since the previous report. A study of the early reports led to the conclusion that a practical standard for measuring results of efforts to achieve some equitable racial balance should be established. It was finally decided that the proportion of Negro to white teachers in the school system on October 19, 1967, would furnish a useful guide: On that date, Negroes constituted 85.0% of the faculties in the elementary schools, 77.2% of the junior high schools, and 63.0% in the senior high schools. It was felt that any school within ten percent of the figure at its school level, either above or below, would not present any immediate problem of unbalance. Any school with a proportion of Negro teachers ten percent or more below the average should be considered a target school for the assignment of Negro teachers only, until such time as the percentage was within ten percent of the average in either direction (i.e., a non-target school). Any school with a proportion of Negro teachers more than ten percent above average would be considered a target for assignment of white teachers only, until such time as it reached the non-target area. The non-target areas thus ranged from 75.0% to 94.0% in the elementary schools; 67.2% to 86.2% in the junior high schools; and 53.0% to 72.0% in the senior high schools.

The first compliance report, dated November 3, 1967, showed that there were 35 elementary school buildings needing Negro personnel; 52 non-target schools; and 47 schools needing white personnel. By June 21, 1968, there were 34 Negro target schools; 51 non-target schools, and 51 white target schools. While this does not seem to indicate much progress, the number of buildings with 100.0% Negro faculties was reduced from 24 to 9.

In the junior high schools on November 3, 1967, there were 4 Negro target schools; 10 non-target schools; and 14 white target schools. On June 21, 1968, there were 4 Negro target schools; 16 non-target schools and 8 white target schools.

At the senior high school level, on November 3, 1967, there were 5 Negro target schools; 1 non-target school; and 5 white target schools. On June 21, 1968, there were 3 Negro target schools, 4 non-target schools and 4 white target schools. At the secondary level, no schools had faculties with 100.0% of either race, either on November 3, 1967, or on June 21, 1968.

At the end of the 1967-1968 school year, it was determined that only five periodic reports would be required during the 1968-1969 school year and that target and non-target areas would be revised after each report to reflect any new relationship established since the last report.

A survey of our secondary schools across the city showed there were wide disparities in the use of our building facilities ranging on the high school level from 88.5% at Roosevelt to 129% at Ballou with a projection (if the boundaries remained the same in September 1968) from 110% at Roosevelt to 147% at Ballou.

This inequality in the use of building facilities had to be corrected and resulted in our establishing a committee, made up of school and community personnel to re-examine school boundaries and recommend changes.

The committee was guided by the Board of Education's policy statement called "A Point of View", which was adopted on July 28, 1967.

I'd like you to hear a part of it.

"The Board of Education pledges itself to the goal of providing maximum development of every child in the school system, regardless of that child's racial, economic, or religious background or his physical location in the city. . .

"The Board endorses the concept of maximum feasible integration of our students -- racial, economic, cultural, and social because it believes that integrated education is consistent with quality education. . .The Board faces up to the reality, however, that the flight to the suburbs of the middle class white community has reduced to insignificance the option of racial integration of students in regular classroom situations, except possibly across cooperating school district boundary lines. The almost totally Negro school population constitutes the fact of our life. We must explore every possibility, however, of devising ways in which the association of children across ethnic, economic, or cultural lines may take place -- on the assumption that in our pluralistic society we do all children a disservice to isolate them from reality. We believe that the schools must provide sufficient common experiences to promote mutual understanding and respect. . .We elect to prove that the overwhelming majority of children of any background can learn if we but provide the proper circumstances."

At the same time that it studied boundary changes, the Committee also studied inequalities in course offerings, and in school programs.

As a result of the recommendations of the Boundary Committee:

1. New secondary school boundaries were approved by the Board of Education on May 8, 1968.

2. A uniform transfer policy was adopted on July 30, 1968.

3. Maps and instructions concerning boundaries, and transfer of pupils and records were issued to principals at a meeting on June 6, 1968.

4. Principals were instructed to inform parents and pupils of their September school assignments not later than the close of school on June 14, 1968.

The Office of School Equalization was established and given the following assignment:

1. To promote equal distribution of personnel, supplies, text-books and equipment in all secondary schools according to enrollment projections resulting from the school boundary changes.

2. To coordinate the efforts of principals designed to insure that the curricular course offerings selected by secondary pupils are available in any school they may attend.

3. To coordinate, with the D. C. Transit System, Inc., ways and means of providing efficient transportation of secondary school pupils in the 1968-69 school year.

4. To coordinate efforts of secondary school principals to provide adequate orientation programs for pupils, parents and communities affected by the changes in secondary school boundaries.

The School Equalization Office was phased out on November 30, 1968 after completing this assignment.

The Secondary School Office has established a temporary boundary review unit to study the projection of students for the 1968-69 school year and to recommend changes.

Judge Wright indicated in his opinion that the District School System should explore the possibilities of cooperative exchange programs with the neighboring school districts in the Metropolitan Area to enhance the opportunities of District children for integrated education.

1. The school system, in cooperation with the Montgomery County School Board, has implemented a program in which 19 children from the Meyer Elementary School are sent to the Bannockburn Elementary School in Montgomery County. This program began in September 1968.

2. The school system has initiated on a limited scale programs of pupil exchange and inter-visitation involving the following schools:

D. C. Public Schools

Whittier Elementary

Lenox Elementary

Suburban Schools

Somerset Elementary
Montgomery County

Twinbrook Elementary
Montgomery County

Madison-Taylor Elementary School

Bay Country School
Anne Arundel County

Cardozo High

Walt Whitman High
Montgomery County

McKinley High

Walt Whitman High and
Einstein High
Montgomery County

In a decision rendered on January 21, 1969, the United States Court of Appeals for the District of Columbia Circuit affirmed the Rulings Relating to Optional Zones, Faculty Integration and Pupil Bussing and determined that the District Court's Rulings in Long-Range Pupil Assignment and Track System do not limit the School Board's discretion to pursue educational goals and to provide ability grouping.

In addition, the Court stated that in view of the change in composition of the School Board following the November election, it seemed appropriate to enter an order or remand, rather than a simple affirmance, to make doubly clear that the plans heretofore filed in this cause by the prior board do not foreclose the new board from evolving new programs and orders pertaining to administration of the schools.

2325 42nd Street, N. W., #402
Washington, D. C. 20007
April 17, 1969

Mr. Julius Hobson
300 M Street, N. W.
Washington, D. C.

Dear Mr. Hobson:

You will find here the most important papers relating to my case against the Board protesting, as I see it, a violation of the Wright decision.

My contention is that since Judge Wright has ruled that the procedure used for the assignment of teachers to schools was discriminatory, and must be abandoned, then the assignment of limited parking facilities only to those teachers at Woodrow Wilson who have building seniority is also discriminatory, and must be abandoned. Since almost all of the teachers at Woodrow Wilson with building seniority, as it relates to parking, were appointed illegally, according to Judge Wright, I cannot see the justification for bestowing upon these illegally appointed teachers privileges which are withheld from those of us who were previously discriminated against in regards to teacher placement. I recommended the first-come, first-serve method used by most District schools. I am sure you understand what I am saying, but according to the Principle, and the other principles in the case, I am simply a rabble-rouser, who wants a parking space for my self.

What sickened me the most was sitting through almost four hours of arbitration at which time, the only two representatives of Woodrow Wilson, a black teacher, appointed 14 years ago to serve as the "token", and the recently appointed black Principal, each of whom is enthusiastically endorsed by the "Establishment" as "suitable" for the proper integration of Woodrow Wilson, testified. The audacity and ease with which they lied made me ill. As Mr. Denboe, the Attorney for the Board used their blackness to prove that my charges of discrimination were groundless, it became crystal clear why these two particular black people were so enthusiastically endorsed to carry on the traditions of Woodrow Wilson, a school which is truly sick. I find it almost impossible to continue the sham of being a part of "team" dedicated to the task of educating children.

If this School System is to be "saved", you, Mr. Hobson will be the one to take the credit, and almost single handedly.

You have my very best wishes.

Sincerely,

Ruby G. Woodson
Ruby G. Woodson

2325 12th Street, N.W.,
Washington, D.C. 20007
April 17, 1969

Mr. J. Edgar Hoover
200 M Street, N.W.
Washington, D.C.

Dear Mr. Hoover:

You will find here the most important papers relating to my case against the Board protesting, as I see it, a violation of the Wright decision.

My contention is that since Judge Wright has ruled that the procedure used for the assignment of teachers to schools was discriminatory, and must be abandoned, then the assignment of limited parking facilities only to these teachers at Woodrow Wilson who have building seniority is also discriminatory, and must be abandoned. Since almost all of the teachers at Woodrow Wilson with building seniority, as it relates to parking, were appointed illegally, according to Judge Wright, I cannot see the justification for denying upon these illegally appointed teachers privileges which are withheld from those of us who were previously discriminated against in regards to teacher placement. I recommended the first-come, first-served method used by most public schools. I am sure you understand what I am saying, but according to the Supreme Court, and the other principles in the case, I am simply a teacher, who wants a parking space for my self.

What alarmed me the most was sitting through almost four hours of arbitration at which time, the only two representatives of Woodrow Wilson, a black teacher, appointed in 1962, and the two white teachers, appointed in 1962, each of whom is constitutionally entitled by the "Anti-Discrimination" act to "seniority" for the proper assignment of Woodrow Wilson. The majority and case which they filed made me ill. As Mr. DeLoach, the Attorney for the Board used their "business" to prove that my charges of discrimination were groundless, it became crystal clear why these two particular black people were so enthusiastically entrusted to carry on the tradition of Woodrow Wilson, a school which is truly sick. I find it almost impossible to conceive the idea of being a part of "seniority" dedicated to the task of educating children.

If this Board system is to be "saved", you, Mr. Hoover will be the one to take the credit, and almost single handedly.

Yours very best wishes.

Sincerely,

Ray C. Woodson